DOCUMENT RESUME

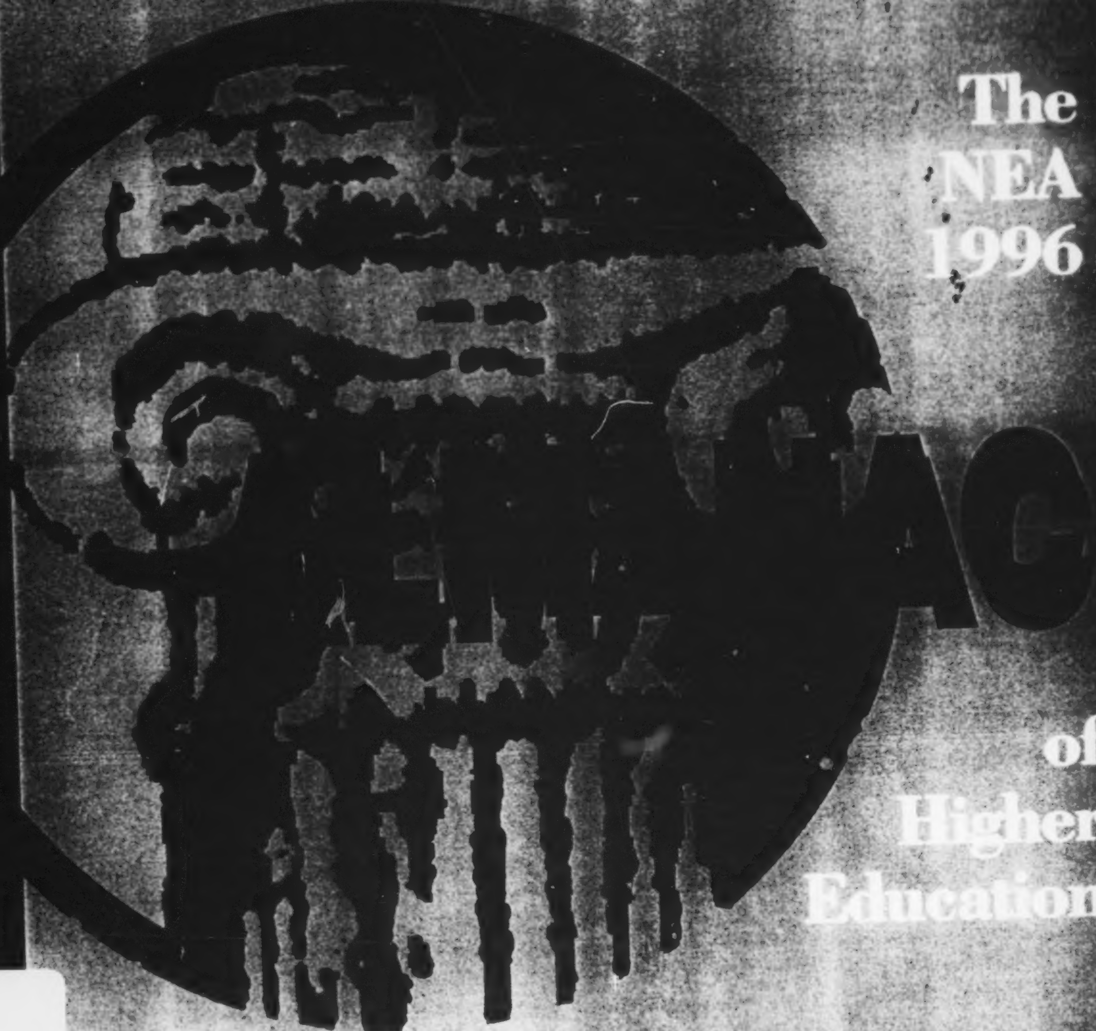
ED 393 367 HE 029 042

AUTHOR	Wechsler, Harold, Ed.
TITLE	The NEA 1996 Almanac of Higher Education.
INSTITUTION	National Education Association, Washington, D.C.
REPORT NO	ISSN-0743-670X
PUB DATE	96
NOTE	195p.
AVAILABLE FROM	National Education Association, 1201 16th St., N.W., Washington, DC 20036 (free to members; annual subscription $30 for nonmembers).
PUB TYPE	Reference Materials - General (130) -- Reports - General (140)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Characteristics; Administrators; Budgeting; *College Faculty; *Educational Change; *Educational Trends; Faculty Workload; Fringe Benefits; Health Insurance; *Higher Education; National Surveys; Politics of Education; Productivity; Public Policy; Retirement Benefits; State Aid; Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS	Administrator Salaries; National Education Association

ABSTRACT

This publication contains seven essays on current and important issues in higher education and a 1994-95 faculty salary report. "Faculty Salaries, 1994-95" (John B. Lee) offers a detailed analysis of three reports on faculty salaries. "Faculty Workload and Productivity in the 1990s: Preliminary Findings" (Henry L. Allen) expands the knowledge about workload and productivity by drawing on recent national surveys. "Critics of College Teaching" (Walter P. Metzger) points out patterns in the past three decades of recurring waves of criticism of college teaching. "Negotiating Academic Restructuring" (Rachel Hendrickson, Christine Maitland, and Gary Rhoades) looks at how restructuring is affecting three areas of faculty union contracts. "State Policy and Budget Developments" (William Zumeta and John Fawcett-Long) documents developments in state appropriations and in tuition policies, student aid, and enrollment limitations. "Benefits and Retirement: A Challenging Environment" (Jay L. Chronister) addresses the cost of key benefits, the need for financial and retirement planning for faculty and staff, and access to benefits for domestic partners. "Administrative Staff: Salaries and Issues" (David C. Montgomery and Gwendolyn L. Lewis) examines types of administrative growth, recent salary trends, how salaries differ by type of institution, level of position, and function, and administrators' distinguishing characteristics. The institutional faculty salary report provides salary and compensation information for the 3,221 institutions in the National Education Association's faculty salary universe. The data are organized by state, institutional type and control and are based on preliminary data released by the Department of Education. Each essay contains references. (JB)

ED 393 367



The NEA 1996 ALMANAC of Higher Education

nea
NATIONAL
EDUCATION
ASSOCIATION

HE 029 042

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

NEA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

The NEA 1996 Almanac of Higher Education

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

Keith Geiger, President
Robert Chase, Vice-President
Marilyn Monahan, Secretary-Treasurer
Don Cameron, Executive Director

The NEA 1996 Almanac of Higher Education is published by NEA Publishing.

Director: Sam Pizzigati

Higher Education Publications Coordinator: Kris Anderson Dougherty

Managing Editor: Harold Wechsler

Production: Marsha P. Blackburn, Barbara Bohrer, and Patricia D. Tolliver,

Subscriptions for *The NEA 1996 Almanac of Higher Education, Thought and Action,* and the *NEA Higher Education Advocate* are free to NEA members in higher education. Individual, nonmember subscriptions to *The 1996 NEA Almanac of Higher Education* and *Thought & Action* are available for $30 annually. Libraries and other institutions can also subscribe to NEA higher education publications as a package for $30 annually.

Copyright 1996 by the National Education Association.
All rights reserved. ISSN 0743-670X.

CONTENTS

OVERVIEW
by Kris Anderson Dougherty 3

FOREWORD
by Harold S. Wechsler 5

PART I

FACULTY SALARIES, 1994-95
by John B. Lee 7

FACULTY WORKLOAD AND PRODUCTIVITY IN THE 1990s: PRELIMINARY FINDINGS
by Henry L. Allen 21

CRITICS OF COLLEGE TEACHING
by Walter P. Metzger 35

NEGOTIATING ACADEMIC RESTRUCTURING
by Rachel Hendrickson, Christine Maitland, and Gary Rhoades 51

STATE POLICY AND BUDGET DEVELOPMENTS
by William Zumeta and John Fawcett-Long 73

BENEFITS AND RETIREMENT: A CHANGING ENVIRONMENT
by Jay L. Chronister 99

ADMINISTRATIVE STAFF: SALARIES AND ISSUES
by David C. Montgomery and Gwendolyn L. Lewis 111

PART II

1994-95 FACULTY SALARY REPORT 129

HE 028 04

OVERVIEW

by Kris Anderson Dougherty

Kris Anderson Dougherty ***is the acting editor of NEA higher education publications. She comes to NEA after serving four years as president of the United Faculty of Florida, one of NEA's largest higher education affiliates.***

Currently on leave from the Department of Sociology and Social Psychology at Florida Atlantic University, Dougherty has studied the impact of colleges on students, college student attrition, the distribution of government resources in Thailand (with Bruce London), and faculty salary policy. She received her Ph.D. in sociology from the University of North Carolina in 1979.

Dougherty's current scholarly interests are in applied sociology, educational policy development, and college student learning.

Welcome to the 1996 *NEA Almanac of Higher Education.*

The following pages contain essays on the current state of higher education written by leading scholars from across the nation, along with statistical and reference materials you can use to examine your career, evaluate your college, and educate your students.

Most of us—faculty and staff in higher education—usually work alone. We are classroom instructors, researchers and writers, counselors and librarians. We "work with students" and occasionally collaborate with a colleague, but we face most problems individually. Even when we join a union or professional organization, we rarely have the time or opportunity to learn how the conditions of academic work are shared by colleagues across the country, and even the world.

We hope the *Almanac* gives you the information you need about the issues that affect all of us—salary patterns, workload increases, demands for accountability, fiscal and political conditions in the states, bargaining trends, and changes in benefits and in retirement plans.

The *Almanac* is just one of several publications available to NEA higher education members. in postsecondary education also receive *Thought & Action*, an interdisciplinary refereed journal publishing articles and book reviews. *Thought & Action* articles are selected to provoke thoughtful debate—and to motivate individual and collective action by faculty and staff.

Higher education members also receive the *NEA Higher Education Advocate*, published eight times a year. The *Advocate* provides news of the politics, people, and organizations that affect your work and shows you what our Association—at every level—is doing to solve our common problems—lobbying, negotiating contracts, filing grievances and lawsuits, and organizing for employee advocacy.

We hope these publications enhance your understanding of the conditions under which you work, conditions we can change through involvement in our Association.

FOREWORD

by Harold S. Wechsler

Harold W. Wechsler is professor of education in the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.

A former editor of NEA higher education publications, Wechsler has published books and articles on student access to higher education, on the history of the disciplines, and on education for business and for teaching.

Wechsler is currently writing a history of middle colleges—high schools for at-risk students located on community college campuses—and a history of efforts to reduce racial and ethnic prejudice on college campuses.

He directs the NEA Higher Education Resource Center, located at the Warner School.

Why have critics of higher education singled out faculty members as the prime culprits in the "decline" of higher education? This 1996 edition of the *NEA Almanac of Higher Education* suggests several compelling answers, amid comprehensive analyses of faculty salaries, benefits, workload, and productivity that document just how short-sighted an explanation faculty-bashing really is.

Average salaries for full-time faculty members, John Lee finds in his contribution to this year's *Almanac, Faculty Salaries, 1994-95,* increased 4.3 percent last year. This increase exceeded inflation, but salaries in current dollars remain below their 1972 peak. The gap between the best and least well-paid faculty members has increased since 1972.

Faculty Workload and Productivity in the 1990s, by Henry L. Allen, is based on the 1993 National Study of Postsecondary Faculty (NSOPF-93). This project, sponsored by the U.S. Department of Education, asked a sample of over 31,000 faculty members about their conditions of employment. Allen's analysis largely confirms what most faculty have known or suspected. The average reported faculty workweek remains a high 52 hours. Classroom and student contact hours have increased since a similar 1987 survey, and faculty members devote far more time to instructional activities than to research.

Walter P. Metzger's essay on critics of college teaching enumerates the key characteristics of the six waves of criticism of faculty that have appeared since World War II. Metzger, professor emeritus of history at Columbia University and a distinguished historian of American higher education, notes that critics find it easier to blame faculty members than systemic or economic determinants that shape academic change.

In *Negotiating Academic Restructuring,* Rachel Hendrickson, Christine Maitland, and Gary Rhoades examine change in academe from the faculty union perspective. Unions, they note, should "negotiate a greater role in strategic planning and governance" to assure maximum association and faculty involvement when a college or university begins to "restructure." Their contribution examines contract clauses that address all the major aspects of restructuring, from provisions for reorganization and retrenchment to the treatment of instructional technologies in faculty contracts.

The forces driving restructuring are, in many cases, a function of state budget pressures.

Over the past two years, notes William Zumeta in *State Policy and Budget Developments*, an improving economy has resulted in increased appropriations in many states for postsecondary education. But Zumeta questions the prospects for sustaining current funding levels. A new economic downturn, shifts in state budgeting priorities, decreased federal assistance, and public resistance to increased federal or state taxation, he suggests, may result in a serious financial squeeze within a few years, especially if the demand for higher education increases as expected.

Adding to that fiscal pressure will be increasing benefit costs, notes Jay L. Chronister in *Benefits and Retirement: A Changing Environment*. Between 1989-90 and 1993-94, Chronister points out, increases in average benefit costs outstripped average salary increases. Benefit costs increased as a percent of salary nearly everywhere. Uncapping mandatory retirement, Chronister adds, will not result in substantial increases in the number of faculty members age 70 or over. The available data, he notes, make clear that the "vast majority" of faculty still intend to retire prior to age 70, and two-thirds of surveyed institutions expect an *increase* in the retirement rate in the next five years.

Also increasing, note David Montgomery and Gwendolyn Lewis in *Administrative Staff: Salaries and Issues*, are salaries for administrators, which jumped 4.4 percent between 1993-94 and 1994-95, the largest increase in four years. Independent institutions and community colleges showed the largest gains. Salaries for administrators at four-year colleges usually exceeded salaries at two-year colleges, though the differential declined as the median salary decreased.

Two themes emerge from the essays in this year's *Almanac*: Faculty and staff must play key roles in both solving the difficult problems higher education currently faces and setting priorities for the future. These constituencies must also set their own research agenda; one that does not start from the assumption that faculty and staff are at the root of higher education's current problems.

Researchers, for example, might do well to investigate the effect of productivity pressures on faculty and staff, degree of faculty and staff involvement in governance, the effects of increased reliance of part-time faculty on curricular coherence and effective instruction, or the effect of retrenchment and of "contracting out" administrative services on maintaining a campus "community."

Special thanks for research and editorial assistance to Andrea Grodsky, Lisa Lenze, Michael Maranda, Ingrid Overacker, and Betty Tran, staff members of the Resource Center for Higher Education, a joint project of NEA and the University of Rochester.

To learn more about the issues raised in this *Almanac*, or to contact us in cyberspace, the NEA-University of Rochester higher education gopher resides at GOPHER://NEA-RCHE.WARNER.ROCHESTER.EDU/,and the overall NEA site on the World Wide Web is at HTTP://WWW.NEA.ORG.

FACULTY SALARIES, 1994-1995

by John B. Lee

John Lee is president of JBL Associates, Inc., in Bethesda, Maryland. JBL Associates is a consulting firm specializing in postsecondary education policy issues. His doctorate is in higher education from the University of California, Berkeley.

Lee started his career as an instructor at Laney Community College in Oakland, California, where he served as academic senate president and president of the teachers's union. Subsequently, he worked for Stanford Reserach International (SRI), the Education Commission of the States, the U.S. House of Representatives Education and Labor Committee, and Abt Associates.

Lee's areas of specialization and research include student aid policy and higher education governance and finance.

The national average full-time salary for faculty members on 9/10 month contracts was $47,974 in 1994-95, up 4.3 percent from 1993-94. This increase exceeded inflation by 0.7 percent, but faculty purchasing power remained below the 1972 peak, and the gap between the best and least well-paid faculty members increased since 1972. Faculty salaries increased by 3.8 percent and 5.7 percent, respectively, in public and independent colleges. Some additional highlights of this year's faculty salary study:

- Engineers topped the salary list of academic specialties, excluding professional schools. M.D.'s and lawyers had the highest average salaries among professional school faculty members.
- Female faculty members, on average, earned about $10,000 less per year than males.
- Faculty members with a collective bargaining agreement in four-year public colleges earned $8,300 more a year on average than those without an agreement.
- Faculty members in New Jersey public colleges had the highest average salaries; North Dakota faculty members had the lowest.

OVERVIEW

Data Sources

This article uses three reports of faculty salaries. The National Center for Education Statistics (NCES), part of the U. S. Department of Education, surveys salaries at 3,600 accredited colleges and universities each fall as part of its annual Integrated Postsecondary Education Data System (IPEDS). The IPEDS survey has limitations. It excludes all "for-profit" colleges and over 400 seminaries or religious training institutions. It also excludes faculty members who teach in medical schools or who are paid by a religious order. Last, IPEDS does not include information on non-teaching or part-time faculty members. To compensate for this last omission, this article provides salary information for part-time faculty members from the National Survey of Postsecondary Faculty (NSOPF-93), also commissioned by NCES. IPEDS provides information on full-time faculty members on 9/10 month and on 11/12 month contracts. Since there is no ac-

FIGURE 1

CHANGE IN AVERAGE FACULTY SALARIES, CURRENT DOLLARS, 1972-1995

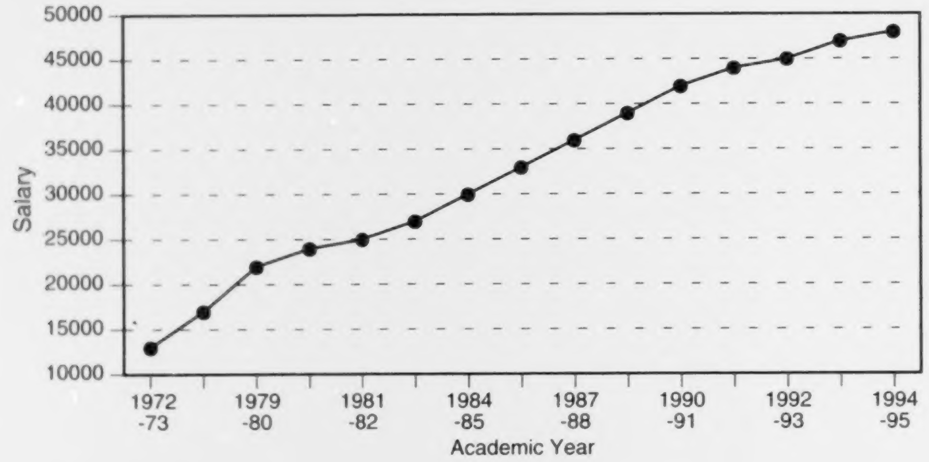


FIGURE 2

AVERAGE FACULTY SALARIES, CONSTANT 1994-95 DOLLARS

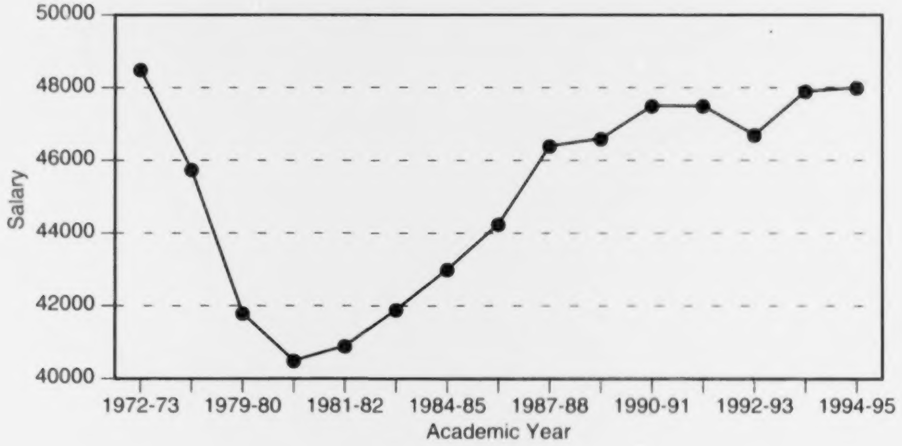


TABLE 1

CHANGE IN FACULTY MEMBER PURCHASING POWER (CONSTANT DOLLARS), 1972-1994

	1972	1994	Difference
All Ranks	$48,672	47,974	- 1.4%
Professor	$67,409	62,724	- 7.0%
Associate	$51,209	46,765	- 8.7%
Assistant	$42,272	38,785	- 8.2%
Instructor	$37,732	29,693	- 21.3%
Lecturer	$40,895	33,326	- 18.5%
No Rank	$44,546	41,734	- 6.3%

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

ceptable way to make the two salary categories comparable, salaries are separately reported here. The vast majority of full-time faculty members teach on a 9/10 month contract (86 percent), so most tables report their salaries.

Two organizations provide faculty salary information by academic department—a breakdown not available from IPEDS. The Office of Planning, Budget, and Institutional Research at Oklahoma State University (OSU) reports on faculty salaries in 93 public Land Grant universities, while the College and University Personnel Association (CUPA) reports on salaries by department and collective bargaining status at a sample of 269 four-year public, comprehensive colleges and universities.

Historical Perspective

Average faculty salaries, uncorrected for inflation, appear to have increased without interruption between 1972 and 1994 from $13,850 to $47,974 (246 percent, Figure 1). But the earnings of the average faculty member in constant dollars *declined* $700 (1.4 percent) during this period from $48,673 to today's $47,974 (Figure 2).

Faculty members in each academic rank lost more purchasing power than the average, but promotions and seniority, that is, movement through the ranks, partially offset the effects of inflation (Table 1). Full professors lost the least in relative purchasing power; even so, a professor today earns nearly $5,000 less in inflation corrected dollars than a professor earned 22 years ago. Instructors and lecturers lost the most, with declines in the 20 percent range. The gap between the highest and lowest paid faculty members thus in-

TABLE 2

SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1994-95[1]

Offering Level and Rank	Control		
	Public	Independent	Average
AA			
Professor	$50,714	$38,114	$50,535
Associate	42,997	31,044	42,713
Assistant	36,457	29,498	36,220
Instructor	31,295	22,122	31,046
Lecturer	35,921		35,921
No Rank	42,365	30,711	42,144
Average	42,169	30,446	41,925
BA			
Professor	53,932	51,431	52,065
Associate	43,752	39,726	40,831
Assistant	36,307	33,371	34,156
Instructor	30,968	27,282	28,582
Lecturer	34,466	*34,491	34,469
No Rank	*39,164	28,252	28,911
Average	42,589	39,945	40,665
BA+			
Professor	58,274	53,282	56,684
Associate	46,604	42,689	45,075
Assistant	38,271	35,355	37,116
Instructor	28,742	28,000	28,490
Lecturer	32,549	28,309	31,947
No Rank	36,891	37,107	37,038
Average	47,042	42,443	45,362
Doctoral			
Professor	65,859	76,837	69,161
Associate	48,276	52,208	49,380
Assistant	40,610	43,458	41,434
Instructor	28,829	33,026	29,769
Lecturer	32,633	36,295	33,629
No Rank	33,751	38,492	36,311
Average	51,634	58,679	53,674
Average	47,480	49,232	47,974

[1] *Based on 100 percent (3221 institutions) of NEA's faculty salary universe.*

* *Indicates less than 100 faculty.*

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

creased from $29,677 in 1972 to $33,031 in 1994, even as the overall purchasing power of faculty members declined.

CURRENT SALARIES

The 4.3 percent increase in the average faculty salary between 1993-94 and 1994-95 exceeded inflation by 0.7 percent. Faculty members in independent colleges and universities received larger increases than colleagues in public institutions, 5.7 percent vs. 3.8 percent. On average, faculty salaries in independent colleges exceeded salaries in public colleges, but faculty members teaching in independent doctoral granting universities accounted for the entire salary advantage (Table 2).

TABLE 3

CHANGE IN FACULTY SALARIES FROM 1993-94 TO 1994-95, FACULTY ON 9/10 MONTH CONTRACTS, BY RANK, INSTITUTIONAL TYPE, AND CONTROL[1]

Offering Level and Rank	Control		
	Public	Independent	Average
AA			
Professor	3.7	26.0	4.0
Associate	4.0	17.8	4.4
Assistant	3.7	11.9	4.0
Instructor	5.4	24.3	5.9
Lecturer	9.2	*	10.3
No Rank	2.5	6.1	2.6
Average	3.4	12.4	3.6
BA			
Professor	7.1	7.5	7.3
Associate	5.9	5.7	5.7
Assistant	4.0	4.4	4.3
Instructor	14.1	25.8	22.0
Lecturer	26.0	84.2	37.1
No Rank	31.2	10.3	12.5
Average	7.1	8.2	7.9
BA+			
Professor	3.9	5.5	4.3
Associate	3.7	4.4	4.0
Assistant	3.5	3.4	3.5
Instructor	7.2	27.9	13.8
Lecturer	8.9	6.7	8.9
No Rank	8.1	6.9	7.3
Average	4.2	6.0	4.8
Doctoral			
Professor	3.7	3.8	3.7
Associate	3.7	3.0	3.5
Assistant	3.3	3.0	3.3
Instructor	6.1	12.1	7.1
Lecturer	3.4	6.8	4.2
No Rank	7.0	12.0	9.5
Average	3.8	4.0	3.8
Average	3.8	5.7	4.3

---

[1] Based on 84.5 percent (2721 institutions) of NEA's faculty salary universe

** Indicates less than 100 faculty.*

SOURCE: NCES, IPEDS Salary Survey, 1994-95

Only the salaries of faculty members in doctoral granting institutions averaged over $50,000 a year. Annual salaries for all remaining groups ranged from less than $40,000 to just over $45,000. In 1992, only full professors in doctoral granting universities exceeded the average salary ($61,249) of college educated men between 45 and 54 years old in the United States (*1994 Statistical Abstract of the United States*).

Salaries of community college faculty members increased by 3.4 percent between 1994 and 1995 (Table 3). The gap between salaries of faculty members in community college and senior colleges and universities thus continued to widen. Faculty members in independent baccalaureate and two-year institutions experienced the sharpest annual salary increases.

Salary by Academic Rank

Academic rank is a combination of seniority and promotion within the institution. As expected, professors, the largest rank at 31 percent of all full-time faculty members, earned 34 percent more than associate profes-

TABLE 4

AVERAGE SALARY BY ACADEMIC RANK, FACULTY ON 9/10 MONTH CONTACTS, 1994-1995

Rank	Average Salary
Professor	$62,724
Associate	46,765
Assistant	38,785
Instructor	29,693
Lecturer	33,326
No Rank	41,734
Average	47,974

SOURCE: NCES, IPEDS Salary Survey, 1994-95

TABLE 5

NUMBER AND PERCENT OF FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY ACADEMIC RANK, 1994-95

Rank	Number	Percent of Total
Professor	118,198	31
Associate	93,089	24
Assistant	89,569	23
Instructor	21,244	6
Lecturer	7,897	2
No Rank	52,842	14
Total	382,839	100

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

sors, who in turn earned 21 percent more than assistant professors (Table 4).

The associate and assistant categories together accounted for another 47 percent of faculty members. Two-thirds of the lecturers—two percent of the full-time faculty members—taught in doctoral granting institutions. Instructors, the next smallest category at six percent, were more evenly spread across the different types of institutions than lecturers. Faculty members with no rank—14 percent of all faculty—mostly taught in community colleges (Table 5).

Contract Length

Most college faculty members worked on a 9/10 month contract. Only 14 percent, just under 61,000, of the faculty members taught on an 11/12 month contract (Table 6). Faculty members on year round contracts earned $56,838; 9/10 month faculty earned $47,974. This difference in salary results from working more months each year and from the concentration of faculty members with the longer contracts in universities. Doctoral granting institutions employed 60 percent of all faculty members on 11/12 month contracts. In contrast, 44 percent of faculty members on 9/10 month contracts taught in universities.

On average, faculty members with an annual contract earned more than those on an academic year contract. But faculty members with 11/12 month contracts earned less or about the same as colleagues with 9/10 month contracts in public community colleges, independent baccalaureate, and BA+ colleges. Faculty members who teach in public institutions on an 11/12 month contract earn more than those with the same length contract in independent institutions. This is the reverse of what was found for faculty members on a 9/10 month contract. Public universities may use the longer contract to increase the salaries of senior faculty members or researchers who might be tempted to leave for higher pay in other universities (Table 7).

Academic Specialty

Engineers continued as the highest paid faculty members in public colleges, earning 126 percent of the average salary. Others with a high average salary included accounting and marketing (both 122 percent), business management (118 percent), and business economics (117 percent). At the low end of the salary scale were nursing and occupational therapy (both at 84 percent), interdisciplinary (86 percent), and teacher education and visual/performing arts (88 percent).

Salaries of the most and least rewarded academic specialties at public colleges differed by nearly $20,000. These salary disparities existed within, as well as across, schools. Faculty members in education administration, for example, received over $7,600 more than colleagues in teacher education (Table 8).

TABLE 6

NUMBER AND PERCENT OF FACULTY MEMBERS TEACHING ON AN 11/12 MONTH CONTRACT BY ACADEMIC RANK, 1994-95

Rank	Number	Percent of Total
Professor	18,521	30
Associate	12,835	21
Assistant	11,727	19
Instructor	4,213	7
Lecturer	1,142	2
No Rank	12,484	21
Total	60,922	100

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

TABLE 7

AVERAGE SALARIES FOR FACULTY ON 11/12 MONTH CONTRACTS BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1994-95[1]

Offering Level and Rank	Control		
	Public	Independent	Average
AA			
Professor	$55,071	*$42,626	$54,735
Associate	50,033	*37,669	48,836
Assistant	43,080	38,800	42,389
Instructor	39,708	*30,769	38,607
Lecturer	*32,788		*30,871
No Rank	40,178	32,908	39,683
Average	41,326	33,590	40,747
BA			
Professor	58,308	45,691	48,436
Associate	45,840	41,350	41,937
Assistant	44,493	36,209	37,323
Instructor	*44,308	32,459	33,404
Lecturer	*40,989	*41,561	*41,389
No Rank	*55,007	32,086	32,533
Average	50,347	39,225	40,865
BA+			
Professor	65,538	50,976	59,262
Associate	52,975	46,357	48,870
Assistant	41,664	37,551	38,530
Instructor	32,959	32,515	32,626
Lecturer	*36,075	*34,759	35,630
No Rank	47,191	34,790	39,259
Average	56,066	42,243	47,869
Doctoral			
Professor	81,808	82,110	81,869
Associate	61,369	60,726	61,233
Assistant	51,238	52,368	51,589
Instructor	39,990	47,700	42,095
Lecturer	41,021	36,251	40,127
No Rank	41,737	42,327	41,992
Average	65,719	63,246	65,130
Average	58,104	53,285	56,838

---

[1] Based on 100 percent (3221 institutions) of NEA's faculty salary universe

** Indicates less than 100 faculty*

SOURCE: NCES, IPEDS Salary Survey, 1994-95

The average salary paid to faculty members in land-grant institutions was $55,638 in 1994-95. This average salary exceeded salaries at other public institutions because the survey included well-paid faculty members in professional and graduate schools.

The same factor explains why the difference between the best and least paid faculty members by academic specialty is greater in the land-grant universities than in the CUPA sample (Office of Planning, Budget, and Institutional Research, Oklahoma State University, 1995). Salaries ranged from a high of $84,754 for law and legal studies to a low of $44,241 for visual and performing arts; some faculty members in medical specialties received average salaries over $133,000 (Table 9).

The IPEDS annual faculty salary report does not include part-time faculty members, but NSOPF-93 estimated that there were 304,000 part-time faculty members in 1992-1993. Part-time faculty members were not short-term casual labor. The average part-time faculty member worked at the same institution for 5.4 years and taught 1.8 classes in each enrollment period.

Pay varied by institutional type. Community colleges employed 55 percent of all part-time faculty members and paid an average of $7,220 a year. Among four-year institutions, independent colleges and universities were more likely to use part-time faculty members than public institutions. Table 10 shows reported income for part-time faculty members by type of institution, listed in descending order. This table reflects the total annual pay received from the institution. The numbers change when corrected for teaching load. Part-time faculty members at public two-year and independent comprehensive colleges received about $2,000 a class; colleagues in independent Ph.D. granting universities received $5,300 a class. Part-time faculty members may also receive compensation for field-based activities, such as monitoring the field experience of student teachers or nursing students. Most part-time faculty members also worked in other settings, averaging 1.7 other jobs. One-third of the part-time faculty members also worked for other educational institutions, including high schools and other colleges.

Salary Differences by Gender

Several factors account for the consistently lower earnings received by women faculty members. First, the recent influx of females into the profession meant that men averaged

TABLE 8

AVERAGE FACULTY SALARY BY ACADEMIC DEPARTMENT IN PUBLIC COLLEGES, 1994-95

Program	All Ranks Salary	Factor Score	Program	All Ranks Salary	Factor Score
Engineering	59,331	1.26	Accounting	57,549	1.22
Marketing	57,346	1.22	Business Mgmt. & Admin. Serv.	55,702	1.18
Business Economics	55,389	1.17	Economics	54,144	1.15
Business Admin. & Mgmt.	54,129	1.15	Computer & Information Sciences	53,118	1.13
Physics	52,934	1.12	Enterprise Management	52,357	1.11
Ethnic & Cultural Studies	50,451	1.07	Geology	49,930	1.06
Chemistry	49,715	1.05	Agricultural Business	49,632	1.05
Education Administration	49,141	1.04	Physical Science	48,634	1.03
Philosophy & Religion	48,045	1.02	Biological Science	47,854	1.01
Anthropology	47,735	1.01	History	47,646	1.01
Political Science	47,646	1.01	Psychology	47,278	1.00
ALL FIELDS	47,195	1.00	Architecture	47,048	1.00
Geography	46,727	0.99	Communication Technology	46,601	0.99
Mathematics	46,441	0.98	Engineering Technology	46,321	0.98
Education	46,030	0.98	Counselor Education	45,954	0.97
Sociology	45,936	0.97	Public Health	45,437	0.96
Industrial Arts	45,281	0.96	Special Education	45,221	0.96
Library Science	45,103	0.96	Physical Therapy	45,014	0.95
Reading Education	44,283	0.94	Social Science	44,130	0.94
Art	44,083	0.93	Parks & Recreation	43,195	0.92
Social Work	43,190	0.92	Speech Pathology/Audiology	43,121	0.91
Protective Services	43,043	0.91	Music	42,891	0.91
Curriculum & Instruction	42,506	0.90	Foreign Language	42,305	0.90
Home Economics	42,241	0.90	Drama/Theater Arts	42,211	0.89
English Language	42,030	0.89	Admin. Asst. Secretary Science	42,024	0.89
Communications	41,866	0.89	Visual & Performing Arts	41,622	0.88
Teacher Education	41,527	0.88	Multi/Interdisciplinary	40,601	0.86
Occupational Therapy	39,767	0.84	Nursing	39764	0.84

SOURCE: College and University Personnel Association, 1994-95 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities.

more years in teaching. Second, women were less likely to teach in the most highly paid academic specialties such as engineering, accounting, clinical medicine, and law, and were more likely to teach in low paying areas, such as nursing. Third, women were less likely to teach in prestigious, high-paying universities; in any case, women faculty members at universities found a wide gap between the average salaries of male and female faculty members. Table 11 compares the average salary paid to males and females.

Women received an average salary of about $41,600 in both public and independent institutions. But since males in independent colleges earned more on average than males in public colleges, the gender gap in salaries in independent colleges exceeded that for public institutions by over $2,000.

TABLE 9

AVERAGE SALARY BY DISCIPLINE, LAND-GRANT UNIVERSITIES, 1994-95

Program	Salary	Factor Score
Visual & Performing Arts	44,241	0.80
Transportation	44,323	0.80
Parks & Recreation	45,437	0.82
Foreign Language	45,499	0.82
Liberal Arts & Science	45,821	0.82
Communication	46,434	0.83
English	46,639	0.84
Home Economics	46,732	0.84
Education	47,417	0.85
Engineering Technology	47,441	0.85
Multi/Interdisciplinary Studies	47,632	0.86
Library Science	48,710	0.88
Ethnic & Cultural Studies	48,848	0.88
Philosophy & Religion	48,870	0.88
Protective Services	49,779	0.89
Architecture	50,118	0.90
Public Administration	50,249	0.90
Agricultural Science	50,470	0.91
Conserv. & Renew Resources	51,566	0.93
Social Science	53,110	0.95
Agricultural Business	54,091	0.97
Psychology	54,221	0.97
Mathematics	55,141	0.99
Biological Science	55,291	0.99
ALL FIELDS	55,638	1.00
Physical Science	59,468	1.07
Computer & Information Science	62,325	1.12
Health Professions	62,716	1.13
Engineering	65,339	1.17
Business Mgmt & Admin.	68,448	1.23
Law & Legal Studies	84,754	1.52

SOURCE: *Office of Planning, Budget, and Institutional Research, Oklahoma State University, 1994-95 Faculty Salary Survey by Discipline*

TABLE 10

PART-TIME FACULTY MEMBER PAY BY TYPE OF INSTITUTION, FALL, 1992

Type of Institution	Reported Pay
Independent Ph.D.	$19,048
Public Research	17,045
Independent Research	13,284
Public Ph.D.	12,071
Independent Liberal Arts	9,482
Public Comprehensive	8,858
Public 2-year	7,220
Independent Comprehensive	7,213

Source: NCES, NSOPF-93.

Salary by Institutional Characteristics

Faculty salaries varied by institutional type and control, with independent institutions showing more internal variation than public institutions. Faculty members in two-year independent colleges received the lowest pay ($30,446), while colleagues at independent universities received the highest average salary ($58,679). The range between the highest and lowest average salaries was less for faculty members in public institutions: $51,634 at doctoral institutions to $42,169 at community colleges.

Table 12 shows the distribution of faculty members by institutional type. Public colleges and universities employed more than seven out of ten college and university faculty members. Within the public sector, doctoral granting institutions and community colleges were the two largest employers, 33.4 percent and 21.5 percent of all faculty, respectively. The remaining six types of institutions employed the other 45 percent. Independent AA degree granting institutions employed less than one percent of all faculty members, and few public colleges were limited to BA status.

Collective Bargaining

Faculty members with a collective bargaining agreement in four-year public colleges and universities earned 19 percent more a year than colleagues in institutions without an agreement—an $8,301 annual salary advantage (Table 13). This salary advantage ranged from $19,026 for library science to $2,748 for education administration.

States and Faculty Salaries

Public college faculty salaries varied by state (Table 14). New Jersey led all states with

TABLE 11

COMPARISON OF MALE AND FEMALE SALARIES BY INSTITUTIONAL CHARACTERISTICS, FACULTY ON 9/10 MONTH CONTRACTS, 1994-1995

		Offering Level				
Control	Gender	AA	BA	BA+	Doctoral	Average
Public	Male	$44,097	44,349	49,451	55,027	50,670
	Female	$39,864	38,977	42,480	43,089	41,581
	Difference	$4,233	5,372	6,971	11,938	9,089
	Percent	10.6	12.1	16.4	27.2	21.8
Independent	Male	$32,955	41,808	44,892	62,501	52,886
	Female	$28,133	36,510	38,245	48,527	41,609
	Difference	$4,822	5,289	6,647	13,947	11,277
	Percent	17.1	14.5	17.3	28.8	27.1

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

TABLE 12

DISTRIBUTION OF FACULTY MEMBERS BY INSTITUTIONAL CHARACTERISTICS, ALL FACULTY MEMBERS (IN PERCENTS), 1994-1995

	Offering Level				
Control	AA	BA	BA+	Doctoral	Total
Public	21.5	1.9	14.7	33.4	71.5
Independent	0.7	5.3	9.3	13.2	28.5
Total	22.2	7.2	24.0	46.6	100

(N=443,761)

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

an average faculty salary of just over $60,000. Average public college faculty salaries exceeded $50,000 in California, Connecticut, Delaware, the District of Columbia, Hawaii, Michigan, New York, Pennsylvania, and Rhode Island.

North Dakota trailed all states with an average faculty salary just under $36,000. South Dakota had lower average salaries in both four-year and two-year institutions, but average salaries at public colleges were slightly higher than in North Dakota. Other states where public college faculty members averaged less than $40,000 annually include: Arkansas, Louisiana, Montana, Mississippi, New Mexico, Oklahoma, West Virginia, and Wyoming.

New Jersey also led other states in the average increase in public college faculty salaries between 1993-94 and 1994-95 (7.9 percent). Connecticut, Massachusetts, Maine, and Wash-

TABLE 13

PUBLIC COLLEGE FACULTY SALARY DIFFERENCE BY ACADEMIC SPECIALTY AND PARTICIPATION IN COLLECTIVE BARGAINING, 1994-1995

Program	Salary Nonbargaining	Salary bargaining	Difference
Bus. Mgmt./Adm Serv.*	56,613	51,417	-5196
Education Administration	48,221	50,969	2748
Economics	52,972	55,791	2819
Agricultural Business	48,956	51,941	2985
Accounting	56,601	59,620	3019
Marketing	56,344	59,475	3131
Engineering Technology	45,246	49,068	3822
Physical Science	47,601	51,716	4115
Counselor Education	44,358	48,547	4189
Teacher Education	40,013	44,439	4426
Enterprise Management	51,248	56,328	5080
Home Economics	40,912	46,239	5327
Business Admin./Mgmt	52,025	57,726	5701
Physical Therapy	42,928	48,834	5906
Business Economics	54,215	60,172	5957
Curriculum & Instruction	41,282	47,259	5977
Social Work	40,749	47,629	6880
Special Education	42,031	49,048	7017
Parks & Recreation	40,540	47,585	7045
Engineering	56,929	63,996	7067
Visual & Performing Arts	40,090	47,179	7089
Nursing	38,098	45,292	7194
Ethnic & Cultural Studies	45,322	52,711	7389
Geology	47,004	54,537	7533
Communications	39,260	46,987	7727
Computer & Infor. Sci.	50,490	58,277	7787
Communication Technology	42,311	50,302	7991
Music	40,623	48,722	8099
Geography	43,545	51,709	8164
ALL FIELDS	44,419	52,720	8301
Chemistry	46,828	55,217	8389
Architecture	44,820	53,309	8489
Sociology	42,696	51,445	8749
Drama/Theater Arts	39,186	48,003	8817
Speech Path./Audiology	40,493	49,334	8841
Public Health	41,369	50,648	9279
Psychology	43,869	53,159	9290
Protective Services	40,269	49,641	9372
History	44,354	53,771	9417
Occupational Therapy	37,893	47,356	9463
Foreign Language	38,915	48,466	9551
Political Science	44,213	53,882	9669
Biological Science	44,483	54,402	9919
Multi/Interdisciplinary	38,748	48,796	10048
Anthropology	43,015	53,208	10193
Art	40,274	50,529	10255
Industrial Arts	42,873	53,147	10274
Reading Education	40,866	51,211	10345
Education	42,370	52,848	10478
Social Science	39,986	50,506	10520
English Language	38,376	49,010	10634
Physics	48,663	59,909	11246
Mathematics	42,623	54,153	11530
Philosophy & Religion	43,235	54,798	11563
Admin. Asst./Secr. Sci.	39,411	52,789	13378
Library Science	35625	54651	19026

NOTE: The negative number published for Business Management and Administrative Services may be incorrect.

SOURCE: College and University Personnel Association, 1994-95 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities.

TABLE 14

AVERAGE PUBLIC COLLEGE FACULTY SALARIES, FACULTY ON 9/10 MONTH CONTRACTS RANKED BY STATE, 1994-95[1]

State	Four Year	Two Year	Average
NJ	64,636	50,618	60,313
CT	58,547	46,754	55,684
CA	58,394	50,613	54,978
HI	57,507	44,426	52,559
NY	57,338	51,025	55,184
PA	54,777	47,072	53,451
DE	54,684	41,883	52,741
RI	54,102	41,876	51,078
MI	53,658	51,558	53,163
IA	53,226	35,064	48,380
MA	52,826	39,980	49,021
AZ	51,911	43,935	49,093
OH	51,796	39,637	49,103
WI	51,237	45,524	48,995
DC	50,834	+	50,834
MN	50,723	43,829	48,506
VA	49,861	36,891	46,700
US	49,805	42,359	47,610
AK	49,554	*	49,554
MD	49,486	44,385	47,723
NH	49,427	35,139	46,897
CO	49,190	33,329	46,338
WA	49,127	37,445	43,923
NV	48,964	41,863	47,044
FL	48,609	36,473	42,854
IL	48,318	47,401	47,967
NC	47,885	30,541	45,625
IN	47,664	33,648	45,429
TN	47,620	34,703	44,629
NE	46,427	32,186	43,671
WY	46,418	31,564	39,285
TX	45,913	38,836	43,453
MO	45,259	38,234	43,701
KS	45,195	35,836	42,317
KY	44,896	+	44,896
SC	44,886	30,323	40,232
GA	44,869	33,938	42,932
OR	44,671	40,227	42,561
UT	44,469	32,851	42,060
AL	43,733	37,467	41,707
VT	43,475	*	43,475
ME	42,477	32,483	40,433
OK	41,713	33,716	39,921
NM	41,580	30,682	37,877
ID	41,423	35,349	40,674
MS	41,135	33,918	38,543
AR	40,096	30,016	38,297
WV	39,339	30,685	38,775
LA	39,038	30,320	38,122
MT	38,598	29,835	37,011
ND	37,689	31,320	35,967
SD	36,394	27,514	36,367

---

[1] *Based on 89.54 percent (1438) of the public institution universe (1563).*

* *Indicates no responding institutions in this category.*

+ *Indicates no institutions in this category.*

SOURCE: NCES, IPEDS Salary Survey, 1994-95.

ington showed slight declines in average salaries (Table 15).

The average change in salary is calculated only for institutions that reported in 1993-94 and in 1994-95. Changes represent a combination of all factors that influenced the average salary, not just cost-of-living changes or raises granted by the states.

College faculty members are worse off today than they were 22 years ago. Salaries in 1994-95 continued to regain the losses of the 1970s and early 1980s, mainly because of step and seniority increases paid to a more experienced faculty. But each academic rank still showed deep losses in purchasing power; the lowest paid academic ranks were especially affected.

Reports of average salaries obscure the enormous variation among different groups of faculty members. Salaries of community college and four-year college and university faculty members continued to drift apart. Independent universities persisted in providing the highest average faculty salaries, while two-year independent colleges provide the lowest.

Differences in faculty salaries reflected academic specialties. Faculty members in engineering, business, medical, and legal studies

TABLE 15

PERCENT CHANGE IN AVERAGE FACULTY SALARIES, FACULTY ON 9/10 MONTH CONTRACTS RANKED BY STATE, 1994-1995

	Control							
	Public				Private			
State	AA	BA	BA+	Doctoral	AA	BA	BA+	Doctoral
AK	#	+	1.1	3.5	+	*-2.9	*-1.4	+
AL	10.1	8.4	5.4	5.8	*3.6	0.8	2.8	2.4
AR	1.9	+	2.6	0.8	#	3.9	3.3	+
AZ	1.4	+	#	5.9	+	#	1.2	#
CA	0.3	#	3.4	1.5	7.4	1.7	3.0	2.5
CO	5.4	3.2	3.7	5.2	+	0.1	4.1	1.6
CT	4.0	4.6	4.0	#	1.6	0.6	4.2	3.8
DC	+	+	3.5	+	+	#	7.3	3.7
DE	4.7	+	11.0	5.8	#	5.6	6.2	#
FL	2.1	+	6.6	5.9	#	9.3	6.4	5.4
GA	5.8	5.3	5.0	6.3	2.6	3.3	2.2	4.9
HI	3.5	6.6	6.1	4.2	+	7.4	1.1	+
IA	0.8	+	+	2.9	4.6	4.2	3.0	0.7
ID	3.8	1.8	4.9	4.2	1.9	*13.5	1.2	+
IL	3.2	+	6.6	4.3	5.3	3.4	2.5	3.4
IN	2.1	+	2.5	2.9	0.4	2.7	3.2	3.3
KS	6.8	+	3.7	5.4	12.3	5.1	5.3	+
KY	#	+	3.2	2.4	*-2.5	2.9	3.8	*5.5
LA	-0.3	+	1.1	0.9	+	0.6	3.2	2.8
MA	-0.6	*-1.4	-1.0	-0.3	7.0	4.2	3.4	3.7
MD	4.1	-3.5	3.2	4.6	#	*8.7	4.7	2.4
ME	-0.1	-0.3	-0.1	-1.2	#	3.8	5.8	#
MI	4.7	+	3.1	3.4	*-5.2	3.8	3.9	-7.1
MN	2.2	4.6	1.8	5.7	*14.7	3.4	3.1	5.1
MO	3.0	4.5	4.2	4.5	*-4.5	3.2	5.2	3.6
MS	9.5	+	12.7	2.7	*-1.7	2.5	*2.2	#
MT	5.3	*-1.5	0.2	0.5	*3.0	1.6	*16.6	+
NC	11.0	6.6	6.0	5.8	3.3	3.1	3.6	3.8
ND	4.6	4.1	7.9	3.1	*2.4	*2.1	*4.0+	
NE	3.5	+	-0.2	1.3	+	2.9	4.0	3.1
NH	3.0	*5.6	4.3	11.0	*-2.3	4.1	-0.3	2.5
NJ	4.7	12.4	9.8	8.2	#	*5.6	0.5	2.0
NM	5.3	+	1.9	4.1	#	*2.3	*-3.0	#
NV	2.8	+	+	3.6	#	+	*-4.3	+
NY	4.7	6.0	3.7	3.0	1.8	3.3	1.7	2.7
OH	2.4	*2.8	3.9	3.4	#	3.6	1.7	3.9
OK	2.4	*-3.3	1.4	2.9	*12.8	*-0.5	4.8	-1.5
OR	4.9	*-1.9	-3.1	-0.3	+	*11.5	-4.5	5.3
PA	3.8	4.8	3.8	4.2	7.5	3.7	4.1	3.4
RI	3.5	+	5.1	6.1	#	+	4.3	3.0
SC	8.1	+	5.0	7.8	*1.7	3.1	4.1	*3.9
SD	*13.8	*-3.1	3.7	2.6	#	*-3.7	2.9	#
TN	6.5	+	7.4	7.0	*4.8	4.8	2.2	2.6
TX	1.9	2.9	0.2	1.8	#	4.5	3.6	2.8
UT	5.2	5.7	5.2	4.8	*1.4	+	*6.0	2.3
VA	3.7	4.9	2.7	3.0	*-1.5	3.2	3.9	5.9
VT	+	*-2.6	0.4	2.6	*6.9	*1.4	4.4	4.8
WA	-0.4	+	-0.5	0.0	N/R	0.4	3.1	8.8
WI	4.9	+	6.8	6.3	N/R	2.0	2.3	3.0
WV	4.5	6.0	3.7	2.6	+	2.0	4.9	+
WY	4.8	+	+	3.3	+	+	+	

---

*+Based on 85 9 percent (2721 institutions) of the NEA salary universe reporting comparable datain 1993-94 and 1994-95. *Indicates less than 100 faculty members +Indicates no institutions in this category #Indicates number of faculty in this category is too small to report reliable results. N/R Indicates no responding institutions in this category*

SOURCE: NCES, IPEDS Salary Survey, 1993-94 and 1994-95 led the list; colleagues in nursing and the performing arts received the lowest salaries.

The salaries of women lagged men's pay in all sectors, but the difference was most acute in universities. The gap existed in every academic rank at every type of public institution, even in community colleges that generally base salaries on seniority and educational level, not academic specialty. The average salaries paid to public college and university faculty members varied widely by state. Salaries of faculty members teaching in New Jersey are 67 percent higher than salaries of public college faculty members in North Dakota.

The average pay of part-time faculty members ranged from $7,200 to $19,000 a year, by institutional type and control. These part-time faculty members teach regularly and have nearly six years experience in the institution. No longer, if ever, a contingency work force hired to teach an occasional class; part-time faculty members are now a key component of the teaching force that merits the continued attention of organizations that collect data on faculty salary and working conditions.

REFERENCES

College and University Personnel Association, *1994-95 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities* (Washington, D.C.: CUPA in conjunction with Appalachian State University, 1995).

National Center for Education Statistics, *Digest of Education Statistics* (Washington, D.C.: U.S. Department of Education, 1974-1994).

NEA Higher Education Research Center, "Part-time Faculty Members," *Update* 1 (2) (July, 1995).

Office of Planning, Budget, and Institutional Research, Oklahoma State University, *1994-95 Faculty Salary Survey by Discipline* (Stillwater, Okla.: Oklahoma State University, 1995).

FACULTY WORKLOAD AND PRODUCTIVITY IN THE 1990s: PRELIMINARY FINDINGS

by Henry L. Allen

Henry L. Allen *is an assistant professor in the higher education program at the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.*

Allen's current research interests include mathematical sociology, the sociology of higher education, academic labor markets, and the academic professions.

The debate over the definition and measurement of the workload, productivity, and priorities of American faculty members is not an arcane discussion of instruments and indicators; the outcome affects the future of the academic profession. Critics wish to change the image of professors from trusted, respected professionals dedicated to the pursuit and dissemination of knowledge to members of a self-centered elite who neglect undergraduate teaching to pursue their research interests.[1] Changed working conditions, they presume, will follow a changed image.

Critics support this caricature by offering anecdotes rather than rigorous empirical evidence.[2] Many policymakers, concerned about the fate of higher education during fiscal deprivation, cope with demands for the assessment of faculty workload and productivity under the unproven assumption that each behavioral component of these concepts can be quantified. These analysts quickly discern the imprecision of existing definitions of this concept[3] and the confusion about the meaning of the adopted measures.[4]

Scholars, however, *have* attempted to shed empirical light on the workload and productivity debate; the evidence provided in this chapter negates assertions of widespread faculty irresponsibility. The predominant configuration of faculty work, controlling for institutional mission or type, changed little during the early 1990s: Almost all workload and productivity indicators showed increases or at least remained the same. Most faculty members devote 50 percent or more of their 52-hour workweeks to teaching-related tasks; they have responded to budgetary cutbacks by working harder and teaching more. Faculty members are more accountable and productive than ever; they do not prey upon undergraduate "victims." Neither the public nor policymakers should succumb to manufactured hysteria about faculty workload and productivity.

This article adds to our knowledge of workload and productivity by drawing upon the most extensive national surveys yet completed. We begin with a profile of the faculty sample and the population it represents. Next comes a synopsis of preliminary tabulations from the 1993 National Study of Postsecondary Faculty (NSOPF-93), conducted by the National Center on Education Statistics (NCES), part of the U.S. Department of Education.[5] Our analysis—

TABLE 1

PERCENTAGE DISTRIBUTION OF FACULTY AND INSTRUCTIONAL STAFF, BY EMPLOYMENT STATUS, TYPE AND CONTROL OF INSTITUTION, RANK, RACE/ETHNICITY, AND GENDER, FALL, 1992

	Number	Percent	Full-time Percent	Part-time Percent
All institutions[1]	885,796	100	67.1	32.9
By type and control				
Public research	148,027	100	87.4	12.6
Private research	55,755	100	75.4	24.6
Public doctoral[2]	77,721	100	81.0	19.0
Private doctoral[2]	44,124	100	68.0	32.0
Public comprehensive	137,922	100	75.1	24.9
Private Comprehensive	64,966	100	59.2	40.8
Private liberal arts	60,074	100	68.9	31.1
Public two-year	253,711	100	46.6	53.4
Other[3]	43,495	100	64.1	35.9
By academic rank				
Not applicable	27,179	100	72.2	27.8
Full professor	201,707	100	87.9	12.1
Assocate professor	153,340	100	88.7	11.3
Assistant professor	157,818	100	87.0	13.0
Instructor	246,103	100	32.6	67.4
Lecturer	46,083	100	27.8	72.2
Other ranks	53,566	100	57.2	42.8
By race/ethnicity				
American Indian/Alaskan Native	4,577	100	61.2	38.8
Asian/Pacific Islander	42,831	100	77.1	22.9
Black non-Hispanic	42,908	100	68.8	31.2
Hispanic	24,520	100	62.1	37.9
White non-Hispanic	770,961	100	66.6	33.4
By gender				
Female	327,264	100	59.5	40.5
Male	558,532	100	71.4	28.6

---

[1] *All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.*

[2] *Includes institutions classified by the Carnegie Foundation as specialized medical schools.*

[3] *Public liberal arts, private two-year, and religious and other specialized institutions, except medical.*

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty.

conducted primarily at the aggregate level—is based on traditional measures,[6] including the impact of employment status, institutional type, academic rank, tenure status, and academic discipline upon faculty workload and productivity.[7]

Next we compare our results with results obtained from the 1988 National Survey of Postsecondary Faculty (NSOPF-88), another NCES survey. This crude comparison—the instruments, respondents, and sampling frames for each survey were distinct—points to only modest variations in measures of faculty workload and productivity between 1987 and 1992.[8] Last, the chapter considers the implications of the findings.

EMPIRICAL FINDINGS: NSOPF-93

In the last decade, NCES, with the cooperation of the National Endowment for the Humanities and the National Science Foundation, commissioned two national surveys to develop an empirical database on faculty. NSOPF-88 studied over 11,000 faculty members, 480 colleges and universities, and over 3,000 department chairs. NSOPF-93 increased the sample size to 974 institutions and to 31,354 faculty members.[9] NSOPF-88 was limited to faculty involved in instruction, but NSOPF-93 defined "faculty" to include instructors without faculty status, administrators, researchers, faculty on leave, and faculty with temporary appointments.[10]

A Demographic Portrait: A Profession of Teachers

NSOPF-93 reveals five key demographic characteristics (Table 1). First, one-third of faculty and instructional staff are appointed part-time. Second, the higher academic ranks are more likely to be employed full-time; the lower ranks part-time. Third, the public sector dominates academic employment. Fourth, Asian and Black faculty members are slightly more likely to be employed full-time than whites. Last, women are more likely than men to be employed part-time.

The public sector employs approximately 61 percent of faculty and instructional staff (539,660 of 885,796). Community colleges employ almost 254,000 faculty; research universities and comprehensive institutions employ 148,000 and 138,000, respectively. Trends that affect faculty members in public institutions therefore significantly affect all of the academic profession and higher education—the debates over workload and productivity and over the faculty role in undergraduate teaching are most salient in these institutions.[11]

NSOPF-93 confirms a key conclusion of prior research on faculty workload and productivity: *Institutional type defines the parameters and dynamics of a faculty career.* The organizational context exerts the primary influence upon the outcomes produced by faculty work.[12] Research universities, for example, employ a higher percentage of full-time faculty than other types of institutions. Some 87 percent and 75 percent of public and independent research faculty, respectively, have full-time appointments (Table 1). At the other extreme, part-timers—one-third of the faculty universe—are concentrated in community colleges, where only 47 percent of the faculty and staff are employed full-time. Part-timers are more than five times as likely to be located at the lower academic ranks. That most part-time faculty members see teaching as their principal activity comes as no surprise, given the high proportion of part-time faculty located at teaching institutions (Table 3). The growth of the cadre of part-time faculty, for whom marginalization is virtually inescapable, suggests a looming "crisis of professionalism" involving the quality of education.

NSOPF-93 also reaffirms two decades of studies showing that most faculty members are teaching professionals by preference and practice.[13] Except for faculty at research universities, faculty do not spend more time in research than teaching (Tables 2 and 3). Nearly 90 percent of all faculty and instructional staff taught during the period covered by the survey, and about 65 percent of full-time and 83 percent of part-time faculty and instructional staff engaged in teaching and related tasks as their principal responsibility (Tables 2 and 3). Only 12 percent of the remaining one-third of full-time faculty spend most of their time in research, and nearly the same percentage report administration or service as their prime activity. Even faculty at research universities, according to preliminary NSOPF-93 findings and other studies, spend a large proportion of their time in teaching-related tasks.[14] Most professors are devoted to teaching, independ-

TABLE 2

PERCENTAGE DISTRIBUTION OF FULL-TIME FACULTY AND INSTRUCTIONAL STAFF, BY PRINCIPAL ACTIVITY, TYPE AND CONTROL OF INSTITUTION, RANK, RACE/ETHNICITY, AND GENDER, FALL, 1992

	Number	Percent	Teaching Percent	Research Percent	Administration Percent	Other Percent[1]
All institutions[2]	593,941	100	65.7	11.5	11.5	11.3
By type and control						
Public research	129,375	100	46.9	27.0	11.9	14.2
Private research	42,036	100	37.1	36.9	7.8	18.2
Public doctoral[3]	62,991	100	53.4	17.0	12.6	17.1
Private doctoral[3]	29,990	100	54.9	9.6	15.0	20.5
Public comprehensive	103,588	100	80.0	2.2	11.4	6.4
Private Comprehensive	38,479	100	81.6	0.9	11.1	6.3
Private liberal arts	41,412	100	79.1	0.6	13.2	7.1
Public two-year	118,194	100	81.0	0.3	10.0	8.7
Other[4]	27,876	100	75.7	3.3	14.1	7.0
By academic rank						
Not applicable	19,623	100	71.3	3.6	18.4	6.7
Full professor	177,356	100	65.7	12.1	15.1	7.1
Assocate professor	136,039	100	67.0	12.3	9.5	11.2
Assistant professor	137,237	100	66.9	13.5	5.7	13.8
Instructor	80,239	100	78.1	2.1	6.7	13.1
Lecturer	12,812	100	75.4	3.7	9.8	11.1
Other ranks	30,635	100	14.6	27.7	34.7	22.9
By race/ethnicity						
American Indian/Alaskan Native	2,800	100	74.6	8.4	9.6	7.5
Asian/Pacific Islander	33,011	100	58.9	23.0	5.1	13.0
Black non-Hispanic	29,526	100	67.0	4.2	16.0	12.8
Hispanic	15,237	100	63.5	9.1	10.1	17.3
White non-Hispanic	513,368	100	66.1	11.2	11.7	11.0
By gender						
Female	194,883	100	67.9	7.0	11.8	13.4
Male	399,058	100	64.6	13.7	11.4	10.3

---

[1] *Includes technical activities, clinical service, community/public service, etc.*

[2] *All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.*

[3] *Includes institutions classified by the Carnegie Foundation as specialized medical schools.*

[4] *Public liberal arts, private two-year, and religious and other specialized institutions, except medical.*

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty.

ent of employment status, rank, or institution, beyond the research universities.

Almost 102,000 full-time and 43,000 part-time instructors (rounded figures) teach in the natural sciences; combined with the humanities, social and health sciences, they account for more than half of all instructional faculty and staff. To no one's surprise, white professors predominate—87 percent of the respondents; 59 percent are white males. Blacks and Asians make up 5 percent, each, of all sampled faculty; Hispanics, 3 percent; American Indian or Native Alaskan, another 1 percent. White and minority females represent 28 percent and 5 percent of the sample, respectively. Minority inroads vary by disciplines scrutinized, and females are disproportionately employed as part-time faculty.[15]

FACULTY WORKLOAD: THE WORKWEEK

The debate over faculty workload and productivity has occurred without a clear conceptualization of these concepts.[16] This section therefore offers a rough distinction.[17] Faculty *workload* refers to how much a faculty member has to do—the total set of activities in the formal and *informal* job descriptions of a professor. Many social and organizational factors affect this workload, including institutional and department size and composition. Workload is commonly measured by the total amount of time per week faculty members devote to teaching, research, administration, and public service. Faculty *productivity* is an estimate of the efficiency and effectiveness of a faculty member in achieving expected professional standards.

Table 4 provides data on faculty workload expressed as a proportion of the workweek.[18] The top of this table, showing the mean number of hours faculty spend working at their tasks per week, reveals that faculty routinely continue to work over 50 hours per week; our estimate of 52 hours shows no change from NSOPF-88, and no variation between professors in the public and independent sectors.

Public and independent research university faculty maintain their slight lead in the number of hours worked: 56 hours vs. 54 and 52 hours per week respectively for doctoral (public and independent) and comprehensive (public and independent) university faculty. Liberal arts professors also labor 52 hours per week. Faculty at undergraduate teaching institutions—notably the community colleges—have shorter workweeks, a statistic that further ratifies the pattern identified by NSOPF-88. It may be that greater academic prestige and a research orientation result in a somewhat longer workweek.

Research university average *more* time at their institutions than other faculty at other institutions, and are therefore presumably the most available to students, colleagues, and administrators alike. Perhaps the more productive faculty do more to fulfill their professional duties than normally required—rather than allowing research to detract from student contact as critics surmise.[19] Save at community colleges, most faculty spend more than 40 hours per week at their employing institutions.

Faculty members, like other professionals, greatly exceed the standard 40 hours workweek and work hard for their compensation. The statistics do not support the popular image of inactivity.

Faculty Productivity

Faculty productivity designates how well faculty members accomplish their professional responsibilities (outputs; the social artifacts produced) per unit of resources invested (resources, conditions, and opportunities). The concept is usually *understated*. Confined to crude quantitative measures associated with teaching or research, productivity rarely encompasses the *multiple* indicators of the *multiple* activities engaged in by faculty, and rarely includes a qualitative component. The scientific productivity of faculty at research or doctoral universities, for example, may be measured by the quality as well as the quantity of publications, grantsmanship, and research output. Worse, faculty productivity is typically *mis*measured: (1) by the time a faculty member allocates to teaching and research duties; (2) by the number of classes a faculty member teaches, or (3) by the number of students the faculty member contacts in and out of class.[20] These indicators actually measure faculty *priorities* rather than productivity.

The bottom of Table 4 gives the percentage of time per week faculty devote to each professional task. Public and independent institutions, with a few exceptions, display similar patterns. There is a monotonic increase in the

TABLE 3

PERCENTAGE DISTRIBUTION OF PART-TIME FACULTY AND INSTRUCTIONAL STAFF, BY PRINCIPAL ACTIVITY, TYPE AND CONTROL OF INSTITUTION, RANK, RACE/ETHNICITY, AND GENDER, FALL, 1992

	Number	Percent	Teaching Percent	Research Percent	Administration Percent	Other Percent[1]
All institutions[2]	291,855	100	83.2	2.1	1.5	13.2
By type and control						
Public research	18,652	100	71.4	10.7	3.4	14.4
Private research	13,719	100	61.9	7.9	3.4	26.8
Public doctoral[3]	14,730	100	74.8	5.2	2.3	17.8
Private doctoral[3]	14,134	100	66.3	3.7	0.8	29.3
Public comprehensive	34,334	100	86.8	2.5	0.7	10.0
Private Comprehensive	26,487	100	92.1	0.2	1.9	5.8
Private liberal arts	18,662	100	90.0	0.2	2.5	7.3
Public two-year	135,518	100	85.3	0.5	1.1	13.2
Other[4]	15,619	100	90.3	1.2	1.7	6.8
By academic rank						
Not applicable	7,556	100	82.0	0.1	3.5	14.4
Full professor	24,351	100	81.6	5.3	2.2	10.9
Assocate professor	17,301	100	72.0	3.7	3.2	21.1
Assistant professor	20,581	100	68.9	4.6	2.8	23.7
Instructor	165,864	100	87.9	0.5	0.6	11.0
Lecturer	33,271	100	89.3	1.2	0.5	8.9
Other ranks	22,931	100	63.9	8.6	6.2	21.3
By race/ethnicity						
American Indian/Alaskan Native	1,777	100	82.0	1.6	--	16.4
Asian/Pacific Islander	9,820	100	76.9	6.5	1.6	15.0
Black non-Hispanic	13,382	100	77.2	0.2	4.2	18.3
Hispanic	9,283	100	80.5	0.9	0.7	17.9
White non-Hispanic	257,592	100	83.9	2.1	1.4	12.6
By gender						
Female	132,381	100	81.4	1.3	1.6	15.7
Male	159,474	100	84.7	2.7	1.5	11.1

---

[1] *Includes technical activities, clinical service, community/public service, etc.*

[2] *All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.*

[3] *Includes institutions classified by the Carnegie Foundation as specialized medical schools.*

[4] *Public liberal arts, private two-year, and religious and other specialized institutions, except medical.*

NOTE: Details may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty.

TABLE 4

MEAN HOURS WORKED AND PERCENTAGE OF TIME SPENT ON ACTIVITIES BY FULL-TIME, REGULAR FACULTY, BY TYPE AND CONTROL OF INSTITUTION, FALL, 1987, 1992

Control and type of institution	Mean hours spent per week: Total worked 1987	Total worked 1992	At institution 1987	At institution 1992	Other paid 1987	Other paid 1992	Unpaid service 1987	Unpaid service 1992
All institutions*	53	N/A	46	N/A	4	N/A	3	N/A
Public								
Research	57	56	52	48	3	2	2	6
Doctoral	55	54	49	45	3	2	2	6
Comprehensive	52	52	46	41	3	3	3	8
Two-year	47	46	40	36	4	3	3	8
Independent								
Research	56	56	50	47	4	3	2	6
Doctoral	53	54	46	45	5	3	2	6
Comprehensive	51	52	44	41	4	3	3	8
Liberal Arts	52	52	47	42	3	3	2	7
Other	50	49	43	39	5	3	2	7

Control and type of institution	Percent of time spent per week: Teaching 1987	Teaching 1992	Research 1987	Research 1992	Administration 1987	Administration 1992	Community service** 1987	Community service** 1992	Other work** 1987	Other work** 1992	Professional development 1987	Professional development 1992
All institutions*	56	N/A	16	N/A	13	N/A	4	N/A	7	N/A	5	N/A
Public												
Research	43	36	29	33	14	15	3	9	7	2	4	4
Doctoral	47	43	22	23	14	15	3	11	9	2	5	4
Comprehensive	62	57	11	14	13	14	4	6	5	3	4	5
Two-year	71	66	3	5	10	13	5	6	5	3	5	6
Independent												
Research	40	30	30	39	14	13	2	11	11	3	4	4
Doctoral	39	41	27	22	13	18	2	13	14	2	4	5
Comprehensive	62	58	9	11	14	16	5	6	6	3	4	5
Liberal Arts	65	59	8	12	14	17	5	5	4	2	4	5
Other	69	58	9	11	15	16	5	6	7	3	6	5

---

* *Do not have weights for finding mean values for All institutions.*

** *It is unclear if 1992 Data for Community service and Other work correctly correspond to 1987 data*

—1992 community service data corresponds here to question #37f—service/other non-teaching activities

—1992 other work data corresponds to question #37e—outside consulting or freelance work

percent of time devoted to teaching as we move from research-oriented to teaching-oriented institutions. Across all institutions, faculty average more than 50 percent of their time in teaching-oriented activities, and less than 20 percent of their time in research. In most institutions, faculty allocate much more than twice their time to teaching than to research; even at research universities faculty members do not spend twice as much time on research as on teaching. Community college faculty spend two-thirds of their time in teaching, and only 5 percent in research.

Public research university faculty are much more balanced in their use of time—36 percent in teaching, 33 percent in research. Independent research university faculty favor research over teaching, 39 percent to 30 percent. Compared to the 1988 survey, doctoral faculty at independent universities actually increased their teaching time and decreased the percentage of time they allocated to research. Faculty members devote at least 13 percent of their time to administrative matters in all institutional categories, and 15 percent or less of their time to public service. The hours devoted to teaching thus remain correlated with institutional type or mission (Table 4)

Tenured faculty do not abandon their classroom duties to their nontenured colleagues. Tenured, tenure-track, and nontenured (that is, nontenure track) faculty spend approximately the same amount of time teaching: 44 percent, 45 percent, and 47 percent respectively. Tenure-track faculty actually average slightly more time in research than tenured faculty: 27 percent and 25 percent commitments, respectively. Nontenured faculty devote less than 14 percent of their time to research. Nor do full professors abandon classroom duties to junior colleagues. Full, associate, and assistant professors spend approximately 42 percent, 44 percent, and 43 percent of their time in teaching-related tasks, respectively.

Among the disciplines, humanities faculty spend the largest percentage of their time in teaching (64 percent), followed by faculty in education (57 percent), and fine arts (54 percent). Then follow: business, engineering, natural and social social science faculty (46 percent); health science faculty (39 percent); and faculty in agriculture and home economics (34 percent). Across all institutions and disciplines, therefore, there is no evidence that faculty neglect teaching.

Faculty productivity, a composite measure of the multiple responsibilities incurred by faculty members, is often confounded with instructional productivity—tasks related to classroom teaching. Despite this confounding, Table 5 reveals patterns of increased classroom hours and student contact hours across all types of institutions and program areas. Re-

TABLE 5

MEAN NUMBER OF CLASSROOM HOURS AND STUDENT CONTACT HOURS, FULL-TIME REGULAR FACULTY, BY TYPE AND CONTROL OF INSTITUTION, AND BY PROGRAM AREA IN FOUR-YEAR INSTITUTIONS, FALL, 1987, 1992

Control and type of institution	Classroom hours		Student contact hours*	
	1987	1992	1987	1992
All institutions	9.8	N/A	302	N/A
Public				
Research	6.6	7.1	259	282
Doctoral	8.0	9.8	285	346
Comprehensive	10.5	11.0	319	338
Two-year	15.2	16.4	427	458
Independent				
Research	5.9	6.9	229	237
Doctoral	6.9	7.9	201	270
Comprehensive	10.9	11.4	276	298
Liberal Arts	10.6	10.6	237	235
Other	9.5	12.6	329	344
Program area				
All program areas	8.5	N/A	270	N/A
Agriculture/home eco.	7.4	10.8	211	306
Business	8.6	11.0	310	317
Education	9	10.2	231	277
Engineering	8.3	9.5	259	243
Fine arts	11.4	12.3	267	270
Health sciences	7.3	12.1	251	424
Humanities	9.3	10.9	242	297
Natural sciences	8.0	10.0	325	366
Social sciences	8.1	9.5	305	357
Other fields	9.2	13.3	252	337

** Do not have 1992 data for All institutions or All program areas* search university faculty, as expected, average the fewest classroom hours and student contact hours; community college faculty average the most. Public and independent research faculty spend about seven hours in the classroom; community college faculty average slightly over 16 hours in class. Faculty members at comprehensive universities resemble their liberal arts colleagues by devoting about 11 hours to instruction. Faculty at public doctoral universities spend about two hours more time in class than their counterparts at independent doctoral institutions.

The expected pattern emerges when student contact hours are observed (Table 5). Research university faculty have fewest student contact hours; community college instructors have the most student contact hours by far. Doctoral and comprehensive faculty fall between these extremes. Table 5 shows an unexpected increase in student contact hours among faculty at public doctoral institutions. In another surprise, faculty members at comprehensive, independent universities manage more student contact hours than colleagues at liberal arts institutions. Faculty at independent research, doctoral, and comprehensive universities are increasing their involvement with students.

Table 5, bottom, identifies faculty involvement with students by academic discipline. Outside the residual category, faculty in the fine arts and health sciences disciplines average about 12 classroom hours. Business, agricultural and home economic studies, and humanities faculty follow with approximately 11 classroom hours. Engineering and social science faculty spend the fewest hours in class. Health science faculty have the most student contact hours by far, followed by the natural sciences and the social sciences. Engineering faculty show the fewest student contact hours.

Preliminary results (not shown) indicate that tenured faculty have not abrogated their teaching duties: they (along with tenure-track faculty) teach more courses than nontenured faculty across all institutions,. NSOPF-93 also probed the number of classes taught and the number of courses taught for credit during fall 1992. Full-time faculty members, as expected, show a mean of more than two courses per semester; part-time faculty show means of two courses (regular part-timers) or less.

Nor have senior faculty delegated their courses to junior colleagues. Assistant, associate, and full professors all average slightly more than two courses each per semester. Research and doctoral faculty teach fewer courses than faculty at other types of institutions; community college faculty average more courses. Courseloads for faculty at independent doctoral universities more closely resemble their research university counterparts.

Faculty productivity also encompasses the record of publications. NSOPF-93 reveals, not unexpectedly, that institutional type differentiates publication activity (Table 6). Examining the number of publications provides little evidence that professors employed outside of research universities are abandoning their teaching duties for research. Faculty members outside research or doctoral institutions published one article or less during the two years prior to the survey period; the pattern of authoring book chapters or book reviews was not appreciably greater. Faculty at research universities averaged about four refereed articles; doctoral faculty averaged slightly above two articles in the same two-year period.

Pressures for publishing have not altered the primacy of the teaching mission. Professors at research and doctoral universities allocate more effort to publishing than counterparts at other institutions. Faculty at liberal arts colleges publish little, and the average at comprehensive universities is only one refereed article every two years. The increased hours faculty devote to research (Table 4), these findings suggest, may be spent trying to keep abreast of developments in their fields, not necessarily with publishing more articles. American academics, by and large, locate themselves at institutions that ratify their predisposition to teaching. The research and publication imperative predominates only at research universities.

NSOPF-93 data (not shown) also show that part-timers published few refereed articles in the prior two years; in contrast, full-time regular and temporary faculty averaged more than two articles. Tenured faculty published more than three refereed articles during those two years; tenure-track faculty averaged almost three articles; untenured faculty showed almost no publishing activity. Full professors averaged three or more refereed articles per two years, associate professors published two or more articles, and assistant professors aver-

TABLE 6

MEAN NUMBER OF PUBLICATIONS BY FULL-TIME REGULAR FACULTY DURING THE LAST TWO YEARS, AND DURING CAREER, BY TYPE OF PUBLICATION AND BY TYPE OF INSTITUTION, FALL, 1987, 1992

Control and type of institution	•	Referred articles		Books, chapters		Book reviews		Other reports		Presen-tations	
		1987	1992	1987	1992	1987	1992	1987	1992	1987	1992
All institutions*	two-year	2.0	N/A	0.6	N/A	0.6	N/A	1.5	N/A	4.3	N/A
	career	12.4	N/A	2.6	N/A	3.4	N/A	7.9	N/A	28.4	N/A
Public											
Research	two-year	4.0	3.5	1.2	1.0	0.7	0.5	2.4	2.5	5.8	6.0
	career	24.9	25.0	4.8	4.2	4.8	3.9	13.0	17.3	38.1	41.3
Doctoral	two-year	2.7	2.4	0.8	0.7	0.9	0.5	1.7	1.7	5.1	5.5
	career	17.1	16.1	2.9	2.9	4.0	2.8	9.0	10.8	34.2	38.3
Comprehensive	two-year	1.0	1.0	0.4	0.4	0.5	0.4	1.6	1.4	4.5	4.3
	career	6.2	5.7	1.6	1.6	3.1	2.4	7.2	8.2	31.1	32.1
Liberal arts	two-year	0.2	0.2	0.2	0.1	0.3	0.1	0.7	0.6	2.4	1.8
	career	1.0	1.0	0.8	0.5	1.4	0.9	3.4	3.7	13.8	12.0
Independent											
Research	two-year	4.1	3.9	1.4	1.1	0.8	0.6	1.5	2.2	4.0	6.1
	career	26.8	26.5	5.4	4.8	5.7	4.0	9.8	12.8	30.2	37.2
Doctoral	two-year	3.6	2.3	0.9	0.9	0.8	0.4	1.1	1.2	5.1	4.7
	career	28.8	13.7	3.6	3.2	4.8	3.2	8.4	8.0	28.7	31.9
Comprehensive	two-year	1.0	0.8	0.4	0.4	0.5	0.4	1.6	1.1	3.9	3.7
	career	5.5	4.7	1.2	1.3	2.6	2.1	8.8	6.8	28.7	24.8
Liberal arts	two-year	0.6	0.7	0.3	0.4	0.4	0.4	0.9	0.9	3.2	3.1
	career	3.1	4.0	1.4	1.4	2.5	3.4	4.7	5.4	20.1	24.7
Other	two-year	0.9	0.6	0.6	0.4	0.7	0.4	1.5	1.2	5.5	4.1
	career	5.1	4.4	2.5	1.3	4.4	3.0	6.7	6.8	41.1	31.3

---

* *Do not have 1992 data for All institutions.*

aged two articles. Senior, tenured, full-time faculty members are thus the most productive respondents. Across all institutions, suggests preliminary evidence, males publish more than females and Asian-Americans outpublish other ethnic groups.[21]

Faculty in the natural sciences and in engineering are the most prolific publishers, averaging nearly three refereed articles in the prior two years. Faculty in the health sciences, agriculture, and economics approximate a mean of three articles during the two-year period; social science faculty completed almost two articles; business faculty averaged one article. Publishing was almost negligible in the other disciplines. The vast majority of faculty, these rates show, have no proclivity to abandon teaching.

Those who bash college and university faculty for the educational problems of our society can only marshal rhetoric and ideology to their side. Charges of anti-intellectualism, consumerism, politicization, and cultural mediocrity are especially in vogue. But, to summarize, NSOPF-93 shows no evidence of declining faculty productivity—measured by the number of hours faculty work per week or the time allocated to teaching. Faculty members work extremely hard—due mainly to intrinsic motivations rather than external incentives or popular appeal—and most are actually more productive in this era of scarce resources.

Faculty members continue to direct their efforts toward teaching, research, administration, and public service; variance in proclivities remains a direct function of institutional mission and type. Colleges and universities continue to pursue different missions and allocate different priorities to research and undergraduate, graduate, and professional education. Faculty and administrators, by controlling the type of faculty hired in the academic marketplace, ratify these missions and priorities.

Workload and Productivity Trends: 1987-1992

It is difficult to compare NSOPF-88 and NSOPF-93 because the surveys were taken at different time intervals, involved distinct sampling and weighting procedures, and were subject to other experimental disparities that restrict valid inferences. The following tentative inferences are therefore suggested only for heuristic purposes.

Faculty in the early 1990s worked about as hard as they did five years earlier—nearly 52 hours per week on average (Table 4). Little, if any, change occurred in the mean number of hours faculty worked across the types of institutions.[22] But the data suggest a slight reduction in the number of hours faculty in the 1990s spend on campus. The two findings, taken together, suggest a norm of long workweeks, increased time devoted to community service, and perhaps attainment of a ceiling on the mean number of working hours.

Changes in research activity were small, save for the four and nine percent increases at public and independent research universities, respectively, between 1987 and 1992. Time devoted to research elsewhere increased by three percent or less; faculty at independent doctoral universities actually spent *5 percent less time* in research in 1992 than in 1987.

The percentage of time devoted to teaching-related activities declined for faculty in the public sector (5 to 7 percent range); changes in the independent sector ranged from a 10 percent decline for research university faculty, to a 2 percent increase for doctoral university faculty. But some of the lost teaching time went to increases in hours spent in administration (1 to 5 percent increases in all institutions except independent research universities) and, probably, in community service.[23] Faculty outside of research and doctoral institutions showed modest increases in the percentage of time devoted to research, typically in the 2 to 4 percent range; doctoral university faculty showed a 5 percent decline.

Faculty members increased their actual classroom and student contact hours since NSOPF-88 (Table 5). Research and doctoral university faculty members showed the greatest increases in classroom hours. The large increase in student contact hours shown by doctoral university faculty is consistent with the findings reported above.

If faculty sacrifice undergraduate teaching for research, one might expect to see supporting evidence in the number of publications. Table 6 shows relative stability in the publication patterns of faculty between the surveys. Most faculty—research and doctoral university faculty are the exceptions—show no major corpus of research or publishing activity, measured by refereed articles and books. Faculty members at research universities show *declines* in the number of published books and articles between the two-year periods prior to each survey. American professors continue to teach, teach, teach.

CONCLUSION

Neither faculty irresponsibility nor changes in workload and productivity explain the problems confronting higher education. Faculty at U.S. colleges and universities, now as always, are mainly devoted to undergraduate education. Over 90 percent of all institutions of higher education feature teaching as their dominant mission; publication activity is negligible at these institutions. Even at research universities, faculty devote almost as much time to teaching tasks as to research. Lost in the "faculty workload and productivity" debate is discussion of how to enrich the quality as well as quantity of faculty activities.

The debate over faculty productivity is problematic for several reasons.[24] First, critics often assume that faculty productivity is a divisible, individualized output. But productivity cannot be construed devoid of social and organizational contexts. Factory workers manipulate invariant materials when producing a commodity—the results are not dependent on the responses or cooperation of these materials. Not so with the social commodities of teaching, research, and service. The motivation and participation of actors—often at variance with faculty desires for productivity—affect the outcomes of these activities.

Faculty members usually reject most productivity measures as static, deterministic, and as presuming a nonexistent standard of uniformity. Qualitative distinctions are neglected, they add, and quantifiable variables show only gross distinctions. Lost is the complex set of formal and informal relationships between teaching and research that occurs in academic departments and in classrooms.[25]

Faculty productivity—a multifaceted composite of teaching, research, administration, public service, professional development, and consulting—is popularly confused with instructional productivity—the combination of time spent in teaching, student contact hours, and hours worked per week. Critics berate faculty by contrasting research and instructional productivity, a contrast that understates the full dimensions of faculty productivity. Faculty members are productive and seek to enhance their own productivity; at stake is who ultimately defines, prescribes, and measures its components.

The academy and the corporate sector are not isomorphic; they have their distinct work structures. Professionalization—a bulwark against the commodification of expertise and the hegemony of markets—insures that quality reigns over profits.[26] Professionals, including faculty, subscribe to disinterestedness, pursue their craft out of intrinsic motivations, and deemphasize material gain. The market analogy should not dominate or circumscribe inquiry about educational phenomena.[27]

Faculty workload and productivity are affected by interinstitutional mobility,[28] intrinsic motivation, institutional incentives, and external stimuli. Many vehement critics are former administrators or marginal academics who, failing to excel at the multiple roles that comprise a faculty career, are now employed in research institutes and other organizations devoid of responsibility for undergraduate teaching. Pontification substitutes for the complexities and perils of academic life; the way of the obscurant is championed.[29]

Organizational change is hard enough for colleges and universities; systemic change is even more difficult.[30] But higher education can be improved. The focus on faculty workload and productivity substitutes for the proactive tackling of major fiscal and policy problems, including the increased stratification of higher education that accompanied the policy shift from public sector investment in human capital to market-based allocations.[31] It is much easier for "stakeholders" to blame than to facilitate progress and prosperity. Foundations and their sponsored agents are better organized to promote their agendas and ideologies than are faculty who, located in their institutions and disciplines, lack a united voice.

Higher education, faced with an extended campus and political leadership vacuum, moves towards trendy managerial panaceas. Those who seek to restructure faculty should have their own productivity evaluated and then devise ways of enhancing it.[32] Administrative workload and productivity per capita, given the rising administrative costs in higher education, must be examined along with *all* components of faculty workload and productivity.[33]

Perhaps a new generation of leaders will emerge from faculty and staff ranks—a generation that will not acquiese to oligarchic interests or cultural mediocrity under the guise of popular sovereignty.[34] In any case, cooperation, not polemics, will reinvigorate American higher education.

REFERENCES

[1] Menand, 1995.

[2] Oakley, 1991.

[3] Reliance on the typical measures of workload and productivity understates the complications in the faculty role. Obviously, crude measures, such as the distribution of time devoted to teaching, research, administration, and public service rarely capture the qualitative aspects of faculty work. No "static" or cross-sectional measurement of courseloads or contact hours can ascertain how well faculty do their jobs within a social context involving numerous interpersonal and organizational interactions. Nor do most analysts control for the social or organizational factors influencing individual faculty. Accurate and valid measurement requires more than assigning numbers to specified phenomena.

[4] Yuker, 1984. For instance, is it mathematically feasible to assume *a priori* that the productivity patterns of faculty within departments or institutions can or should manifest the same trajectory or curve? The divergent "gestation periods" necessary for faculty in different settings to innovate in their many roles challenges the use of static, discrete measures.

[5] The results reported here are preliminary, since the full NSOPF-93 data set was not available. Nor could we verify the validity, reliability, accuracy, and precision of the data set with appropriate statistical checks. The inferences related to derived measures are based on approximations or estimated findings; inferences based upon more sophisticated statistical tests follow in future papers.

[6] Multivariate results on gender, ethnic, and age disparities are reserved for future papers.

[7] This article features descriptive findings, especially univariate distributions, due to the technicalities and complications of the data analysis.

[8] Future papers will consider preliminary findings from multiple regression analyses to ascertain the reasons for the observed patterns,

[9] Zimbler, 1994. The NSOPF-93 universe was 885,796. The surveyors utilized complicated weighting and sampling procedures to select a two-stage stratified cluster probability sample that accurately represented the overall population.

[10] The National Opinion Research Center (NORC) conducted this survey through mailed questionnaires, and followed-up with telephone interviews. The unweighted response rate was 86.6 percent for faculty respondents and 90.6 percent for institutions. NORC oversampled minority and women faculty and faculty from selected humanities disciplines. Institutions were sampled probabilistically from strata constructed from the most recent Carnegie classification. Generalizations apply, without distinction, primarily to those faculty and instructional staff selected for the study.

[11] Allen 1994, 1995.

[12] *Ibid.*

[13] Fulton and Trow, 1974.

[14] Fairweather and Rhoads, 1995. Only three percent of surveyed full-timers lacked faculty status.

[15] Future studies will systematically examine workload and productivity differences between these groups from the NSOPF-93 database.

[16] Moreover, no theory substantiating this conceptualization has been advanced.

[17] Allen, 1994, 1995.

[18] These numbers tell nothing about the intensity of effort or quality of performance given certain inputs.

[19] Oakley, 1991.

[20] Fairweather and Rhoads, 1995 exposed the confounding and faulty inferences that occur when "instructional productivity" is mistaken for "faculty productivity" and vice versa.

[21] Relevant statistical controls and appropriate tests have not yet verified these observations.

[22] Observed variations may be a statistical artifact, given the differences in sampling frames and other techniques. No significance tests have yet been conducted on these differences.

[23] See note to Table 4.

[24] Massy and Wilger, 1995.

[25] Volkwein and Carbone, 1994.

[26] Menand, 1995.

[27] Rosenberg, 1992.

[28] Burke, 1995.

[29] Menand, 1995.

[30] Simsek and Louis, 1994.

[31] McPherson and Schapiro, 1995.

[32] Bok, 1993.

[33] Rhoades, 1995.

[34] Menand 1995; Pratt 1994.

REFERENCES

Allen, H.L., "Workload and Productivity in an Accountability Era," *NEA Almanac of Higher Education* (Washington, D.C.: National Education Association, 1994), 25-38.

———, "Workload and Productivity: Case Studies," *NEA Almanac of Higher Education* (Washington, D.C.: National Education Association, 1995), 21-32.

Bok, D., *The Cost of Talent* (New York: Free Press, 1993).

Burke, D., *"Plus ca Change:* An Academic Workforce in Transition," *Change* 81 (1) (1995), 7-11.

Fairweather, J. and Rhoades, R.A.. (1995). "Teaching and the Faculty Role: Enhancing the Commitment to Instruction in American Colleges and Universities," *Educational Evaluation and Policy Analysis* 17 (2) (1995), 179-194.

Fulton, O. and Trow, M., "Research Activity in American Higher Education," *Sociology of Education* 47 (1974), 29-73.

Kaplan, A., *The Conduct of Inquiry* (New York: Harper and Row, 1979).

Kyburg, H., *Philosophy of Science: A Formal Approach* (New York: Macmillan, 1968).

Massy, W.F. and Wilger, A.K., "Improving Productivity: What Faculty Think About It And It's [sic] Effect on Quality," *Change* 27 (4) (1995), 11-20.

McPherson, M. and Schapiro, M., "Future Needs for Postsecondary Education," *Change* 27 (4) (1995), 26-32.

Menand, L., "The Trashing of Professionalism," *Academe* 81 (3) (1995), 16-19.

Oakley, F., "Against Nostalgia: Reflections on Our Present Discontents in Higher Education," *National Humanities Center Newsletter* 12 (2) (1991), 1-14.

Pratt, L., "A New Face for the Profession," *Academe* 80 (5) (1994), 38-41.

Rhoades, G., "Rising Administrative Costs in Instructional Units," *Thought and Action* 11 (1) (1995), 7-24.

Rosenberg, A., *Economics: Mathematical Politics or Science of Diminishing Returns?* (Chicago, Ill.: University of Chicago, 1992).

Simsek, H. and Louis, K.S., "Organizational Change as Paradigm Shift," *Journal of Higher Education* 65 (6) (1994), 670-695.

Volkwein, J.F. and Carbone, D., "The Impact of Departmental Research and Teaching Climates on Undergraduate Growth and Satisfaction," *Journal of Higher Education* 65 (2) (1994), 147-167.

West, M., "Women Faculty: Frozen in Time," *Academe* 81 (4), 26-29.

Yuker, H.E., *Faculty Workload: Research, Theory, and Interpretation* (Washington, D.C.: Association for the Study of Higher Education, 1984).

Zimbler, L., *Faculty and Instructional Staff: Who Are They and What Do They Do?* (Washington, D.C.: National Center for Education Statistics, 1994).

Author's Note

Thanks to Sue Cleary of JBL Associates for her excellent work on data analysis from the NSOPF surveys.

CRITICS OF COLLEGE TEACHING

by Walter P. Metzger

Walter P. Metzger *is emeritus professor of history at Columbia University in New York. Metzger is the author of works on academic freedom, the academic profession, and various aspects of social history and constitutional law.*

Criticisms of college course offerings and methods of instruction have been a staple of American academic discourse since the decline of the classical curriculum in the mid-19th century and the rise of progressive pedagogy in the early twentieth.

Most criticisms of American undergraduate education have been voiced by academics in dialogue with other academics. For the most part, these internal expressions of dissatisfaction have either been inaudible to nonacademics or have been dismissed by the broader public as part of the hum of self-uncertainty that emanates from every teaching enterprise and is no more deserving of their attention than, say, the whir of machines in a manufacturing plant or the clitter-clatter of a busy city street.

But criticisms of college teaching have not always had a restricted provenance and have not always been shrugged off by outsiders as the classroom's natural background noise. Throughout the last 150 years—and with much greater frequency and intensity during the most recent 30—objections to how college teachers teach and what college students learn have periodically risen from the murmurous to the clamorous not only in academic settings but also in public forums, and not only among faculty members and administrators but also among law-makers and public office-holders, foundation presidents and business leaders, contributors to popular journals and writers of best-selling books. Time and again, a group of fault-finders, seizing on some detected academic fault, would work in unorganized unison to "cleave the general ear with horrid speech"; time and again, this critical bombardment, sustained at high sound levels for a while, would gradually subside, only to overlap with and be followed by another barrage, directed at a different alleged academic failing by a largely different corps of cannoneers.

SOUND CYCLES

Going back no further than to the early 1960s, I count six such massive assaults, two aimed squarely at the contents and procedures of undergraduate instruction, the others striking at professorial deficiencies and delinquencies not uniquely exhibited in the classroom but thought capable of exerting a pernicious influence on college teaching all the same.

Starting with the critical hue and cry that now rends the air, I list below six such episodes in reverse chronological order. Others might compose a longer or shorter list: the following spasms of complaint are the ones that, to my ears at least, have reached the highest decibel ratings in more than three decades of recorded grousing.

1. At the moment, the loudness prize indisputably belongs to the legion of academic critics who bristle at "political correctness," a protean epithet that accuses academic teachers, students, and administrators of demanding conformity to a policy or an attitude that favors individuals on the basis of their race, ethnic background, or sex.

2. A few years before the academy felt the force of this critical broadside, it had been the target of worried commentary about the flagging health of the liberal arts curriculum. During the middle years of the 1980s, these unglad tidings were publicized in field reports on the parlous state of the humanities, in alarmist medical bulletins on the survival chances of history, philosophy, and classical languages, and by statistical indications, derived from cross-national surveys, that America was the most prolific credentializer of student ignoramuses in the developed world.

3. In the mid-1980s, one could still hear loud echoes of a criticism that had been thunderously sounded several decades earlier and that had had a number of sonorous revivals since. The essence of this criticism was that, while American academic science and scholarship had raised its standing on the world exchange, American academic pedagogy had fallen from a once high perch into its current condition of wrack and ruin. According to this squad of critics, college teaching was a failure, first, because it was carried on *in camera*, unsupervised, unexamined, in a classroom as closed off as a confessional; second, because it was carried on *in absentia*, with senior professors, like absconding parents, leaving the care of the young to callow surrogates; and third, because it was carried on in ignorance—ignorance of the knowledge of teaching and learning that are the proud but underutilized possessions of academic schools of education, postgraduate programs in psychotherapy, and departments of developmental and clinical psychology.

4. Next in retrogressive order is the frontal attack on the principle of academic tenure that gathered force in the early 1970s for the first time since the American Association of University Professors and its administrative counterpart, the Association of American Colleges, negotiated a pact in 1940 that gave these rules an imprimatur that bridged class lines. The principal charge in the eruption of this head-on criticism—that a long vista of occupational security causes professors to malinger and go slack—was proclaimed from the roof-tops for several years, and then became an obbligato to the less provocative, but in the long run more lethal, charge that, whatever benefits tenure may confer in good times, it becomes a recipe for institutional financial ruin in bad times, and that, according to charts showing rising trends in the institutional cost of living and predicting future drops in the applicant pool of students and in governmental support of higher education, the times are almost always bad.

6. and 5. The last two items on the list, rearranged in the actual order of their occurrence, reveal what a strict front-to-back sequencing may obscure—that a wave of criticism may be precipitated in part by the urge to refute its predecessor. During the early and middle parts of the 1960s, the most vocal critics of American higher education accused it of being in cahoots with the "military-industrial complex" at home and with dictatorships serving American imperial designs abroad, and of working with the purveyors of mass culture to turn out consumers and to narcotize dissent. Proof of this gigantic *trahison des clercs* was said to reside in a wide range of professorial behaviors—in the commitment of academic social scientists to functional sociology, consensus history, market economics and other systematic apologias for the status quo; in the readiness of academic scientists to accept research grants from the warring state, a Faustian bargain that they agreed to keep secret in the supposed interest of national security; in the acquiescence of the professoriate to all sorts of Cold War hugger-muggeries, including the dismissal of colleagues who were or had been members of the Communist Party, and colleagues who were summoned to the witness stand to snitch on themselves or others but who, after citing their constitutional right to reticence, held their tongues.

Depicting professors as collaborationists with evil would remain a popular critical pastime thereafter. But the stigmatizing content of that depiction would soon turn 180 degrees. Even before the turbulent sixties ran out, fortissimo voices began to accuse professors of helping students dodge the draft, of fomenting student demonstrations and fecklessly succumbing to student violence, of taking a counter-cultural line that led students to close out the trust accounts they had maintained with persons in authority. For some years into the next decade, the notion that the adult world of the faculty had failed to provide intellectual or moral guidance to a youth that was badly in need of both was nourished by daily reports of campus turmoils; only after the country abandoned the war in Vietnam and the campuses returned to their more ordinary state of restlessness did the charge of faculty complicity in the misbehaviors of their students cease to be sounded at fever pitch.

Concerning the latter, three points bear underlining. First, the charge that academic teachers made unconscionable use of their Svengali powers did not come out of the blue, adventitiously; it was prompted by the desire to rebut the previous charge that academics had been coopted by the power elite. Nor was this to be the only criticism of a prior criticism: other attacks show up on the historical screen as counterattacks once the forward, rather than the backspace, key is pressed.

Second, neither party to the above dispute had anything good to say about professors: the bone of contention was the angle of attack, not the identity of the target. This, too, was not a unique occurrence: whenever two sets of critics wrangled, academics were sure to wind up twice denounced.

Finally, it should be noted that these first surges of criticism, like all the rest, came with loudly touted recommended remedies, so that, at the peak of any one of them, the din of proposals for reform was added to the hullabaloo of recrimination.

CONSERVATIVE IDEOLOGY?

Why have these sound cycles occurred? What, if anything, do these critics in their megaphone moments have in common? How accurately does what they have to say, when their turn comes, reflect the true state of academic affairs?

I confess that my rummagings through the history of American higher education and American social thought have yielded no quick and easy answers to these questions. But they have left me convinced that one widely circulated explanation of why these criticisms have been made and what they signify, though it can claim some factual support, does not in the end suffice.

The explanation I am referring to can be capsulized as follows: (l) although the manifest content of each surge of criticism is educational, the latent content and dominant concern of every one of them is ideological; (2) although the critics are not all of one ideological persuasion, those who are on the right far outnumber those who are on the left, and far surpass them in articulateness and visibility; (3) although conservative critics differ among themselves in the reforms they advocate, their hammerings at academic teaching serve a common aim—to extend the *kulturkampf* they are waging against Marxism and liberalism in the world at large to the nation's academic institutions where those noxious doctrines are presumed to nest. In a word, this way of explaining presupposes that there would have been no critical outcry, except perhaps during the flush part of the 1960s, if *conservative* ideologues had been silenced by a prolonged and incapacitating bout of laryngitis.

No burst of criticism gives this explanation more chapter-and-verse support than the one that is now going at full blast. The most prominent critics of "political correctness"—one thinks of such celebrity authors as Allan Bloom, Dinesh d'Sousa, Charles Sykes, William Bennett, and Roger Kimball, but there are scores of others—are unreserved conservatives, albeit more of the traditional than of the free-market kind.[1] Some of the argumentative ammunition expended against this presumed evil—for example, the characterization of affirmative action on behalf of minority groups and women as a form of reverse discrimination against whites and men—is conventionally used by conservatives in nonacademic settings; much of the verbal powder and shot that was originally site-specific—for example, the description of multicultural curriculums as vehicles for anti-Western sentiment and Third World posturing, the dismissal of black and gender studies as low in quality and high in prejudices, and the mustering of anti-relativist and anti-historicist arguments against attempts by feminists and deconstructionists to debunk classic literary texts—winds up as conservative munitions for battles fought on political as well as scholarly grounds. Indeed, the very phrase, "political correctness," coined by self-critical Marxists to deride mindless hewings to the Communist Party line, was appropriated by conservative sloganists for a subtly different usage: to discredit as fickle and coercive the changing modes of radical chic. Not surprisingly, when anti-"p.c." conservatives look for critics to pick a quarrel with, they reach back to the new left protesters of the 1960s and skip the cavillers in between, arguing that the Millsian and Marcusean spirit of 30 years ago was kept alive in a radical student body that produced, when it came of age, a radicalized tenured professoriate.

The trouble with this explanation is that it paints its ideological markings with too broad a brush. A census of all the critics would reveal that they have by no means been politically or culturally homogeneous. In the 1960s surge of criticism, the left was obviously in full voice: Among the leading vocalizers were Noam Chomsky, Alexander Cockburn, Edgar Z. Friedenberg, Paul Goodman, Irving Horowitz, Kenneth Kenniston, Christopher Lasch, Robert Paul Wolff, Theodore Roszak, Immanuel Wallerstein—to name only those writers who remained consequential even after the fading of their cause.[2] But the left made itself heard in other critical rounds as well. The direct attack on tenure was launched by neo-conservative intellectuals like Robert Nisbet and Irving Kristol, management experts like James O'Toole and Peter Drucker, and ideological opposites like the right-wing Boston University president, John Silber, and the left-wing *Village Voice* commentator, Nat Hentoff, who were oddly converted into bedfellows by their boisterous dislike for the same thing.[3] Critics who could be classified as left of center were also particularly prominent in the attack on academic pedagogy. If that kind of criticism had one root in the resistance of traditionalists like Arthur Bestor, Richard Hofstadter, and Jacques Barzun to the anti-intellectualism of progressive education,[4] it had a second and deeper root in the partiality of progressive educators to nonauthoritarian teaching and experiential learning. The latter had inspired the founding of (John) Dewey-eyed college utopias—Bard, Black Mountain, Marlboro—in the 1920s[5] and had gained scriptural affirmation in 1962 with the publication of *The American College: A Psychological and Social Interpretation of the Higher Learning*, a massive dose of pragmatism and psychoanalysis applied to the ailments of college teaching, edited by Nevitt Sanford and featuring the contributions of Howard Becker, Joseph Katz and a dashing new combo, Christopher Jencks and David Riesman (the latter before he veered significantly, though not totally, to the right).[6]

Even the attack on "political correctness" contains greater ideological complexity than might at first appear.[7] A number of distinguished scholars (notably, the Yale historian, C. Vann Woodword), joined the anti-"p.c." crusade not out of sheer animosity toward affirmative action and ethnic studies, but out of a desire to defend academic freedom from what they thought were mortal threats.[8] To them, this cherished norm of the academic profession was particularly threatened by the enactment of vague and open-ended campus speech codes proscribing "hate speech," and by the passage of rules concerning sexual harassment that threatened with institutional sanctions anyone whose expression of opinion was found to create a "hostile or offensive learning environment for women," a concept that, when brought from the workplace to the academy, seemed to make the level of audience discomfort the test of the permissibility of classroom speech. When the eminent Marxist-Gramscian historian, Eugene D. Genovese, disquieted by his students' preference for pressure tactics over reasoned discourse in discussions of slavery and race relations, joined with free speech liberals to protest the intolerances of the academy,[9] it should have been clear that the "p.c." tent was large enough to accommodate a broad range of world views and sensibilities.[10]

To abandon political ideology as the touchstone to these criticisms is not to conclude that the critics have been telling the unvarnished truth. Without suggesting that their censures have been wholly without substance (for that would foolishly imply that American institutions of higher learning have been wholly without fault), I think it would be naive and undiscerning to accept them at face value. For one thing, many academic conditions drew critical fire only after they had enjoyed a long and relatively undisturbed existence: The long-standing rules and even more venerable informal practices of tenure would be a case in point. For another thing, most academic conditions that came under fire moved out of the guns-sights of the critics before they had been significantly altered. No one could claim that the critics of the liberal arts curriculum eventually lowered their voices because the Philistines were utterly vanquished by the humanists, or that the criticism of academic teaching methods went from crescendo to diminuendo because incompetent teachers woke up one morning superbly skilled. The rise and fall of these criticisms appear to have a life of their own, and this means they do not hold up a perfectly faithful mirror to the life they so vehemently reproach.

More than the acoustical dynamics of these criticisms throw their truthfulness into question. All the critical clamorings of the last three decades, *irrespective of their ideological ambitions*, display a number of shared characteristics—a thematic content, a methodological bent, a rhetorical style—that affect the reliability of their diagnoses and the therapeutic value of their proposed reforms. To judge the extent to which a particular criticism is accurate, it is necessary to ascertain, as a first step, the extent to which it is merely formulaic, that is, the extent to which it follows the directions of a distinctive genre.

GENRE CHARACTERISTICS

Criticisms of the liberal arts curriculum (the second set on my list) afford a particularly revealing glimpse of the characteristics common to a corpus of writing that, on the surface, seems riddled with disagreements.

This critical attack was launched in 1984 with the publication of *To Reclaim a Legacy*, a government report written by William J. Bennett, then chairman of the National Endowment for the Humanities, soon to be appointed Secretary of the Department of Education in the Reagan Administration, and reached its climax with the publication three years later of *College: the Undergraduate Experience*, a report of the Carnegie Foundation written by its president, Ernest J. Boyer, who had earlier expressed anxiety about the curriculum of the nation's high schools, and apparently thought it a natural progression to view with alarm from one flight up. Between these two signposts, no fewer than 10 reports critical of how academics did their business made their appearance, and, of these, as many as six dwelled directly on the shortcomings of undergraduate teaching.[11] During these years, snarling critics gnawed at the college course of study like carnivores battening on bloody flesh.

Among the works involved in this feeding frenzy, two in particular—the Bennett report and a report sponsored by the Association of American Colleges—will repay close scrutiny. Both were honored, if not quite immortalized, by being copied word for word in the *Chronicle of Higher Education*. Both were more widely reviewed when they appeared and enjoyed a longer half-life of radiancy than the others, some of which were born stone dead. It is, however, less for their notoriety than for their typicality that I find them especially suited to the task of uncovering the attributes of a distinctive genre.

At the heart of Bennett's attack on undergraduate education was his claim that "few" American college students now "receive an adequate education in the culture of which they are members." This is so, he believed, because the humanities have been dislodged from their central place in the hierarchy of college subjects, and because fundamental questions about the human condition, once addressed in a required and integrated core curriculum, have been elbowed out by vocational preoccupations and by the inroads of studies in narrow fields. The results were reflected in lamentable statistics: A student could obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied American literature or history, and from 86 percent of them without having studied the civilizations of classical Greece and Rome.

After describing what was wrong (or rather, what went wrong, for he believed that there had once been a better day—indeed, that there had once been a golden age), Bennett undertook to tell readers *why* matters had taken such a dreadful turn. Primarily, he blamed "those whose business it is to educate (college) students" for the failure of American higher education to "transmit the culture to its rightful heirs." It was the faculty's "collective loss of nerve" that had led to the widespread abandonment of course requirements—and required courses were for Bennett the *sine qua non* of a sound curriculum. It was no less the fault of the faculty that voluntary enrollments in courses on languages and literature, ethics, and religion have been declining. These vital courses became unpopular because professors saw fit to teach them in a "dispassionate" and "lifeless" manner, as well as in an "ideological" and "tendentious" manner (a paradoxical accusation that damns them equally for soporific objectivity and radical commitment). The last item on his long *J'Accuse* touched on the infatuation of American college teachers with the corrosive philosophy of relativism. Because secular professors in America deny the existence of fixed truths and absolute values they are unable to uphold "the primacy of one fact or one book over another" and thus, in that standardless condition, let facts of great importance and books of high merit go. On this inflammatory subject, Bennett did not mince words.

What was to be done? Ordinarily, the gravity of a stated problem predicts the range and depth of the proposed solution. Of the gravity of the problem he was addressing—the cultural disinheritance of a generation by those entrusted with its formal education—Bennett hardly needed convincing. Indeed he thought the negative effects of dispossession would inescapably spread far beyond college walls. "As a result of the way questions (about a humanistic education) have been answered," he wrote, "civilizations have emerged, nations have developed, wars have been fought, and people have lived contentedly or miserably." In this case, however, an apocalyptic diagnosis did not elicit a commensurately heroic remedy. Bennett did not propose to raze old institutions or build new ones. However compromised as teaching institutions they may be, the free-standing liberal arts colleges, the undergraduate divisions of large multiversities, the community colleges in all their mushroom vitality have earned, as far as he was concerned, the right to a permanent lease on life. Nor did he suggest that the culprits he had identified should be turned out of office, punished with a reduction in pay, or even be forced to attend that campus correctional facility known as a faculty development program. In fact, he did not even ask that the faculties that had made such a botch of things be enlarged to include talents more appropriate for the corrective task he had in mind. Instead, to accomplish so vast a thing as "reclaim a legacy" that had been nearly lost, he deemed it sufficient to augment the existing curriculum with a array of reconstituted general education courses taught, if need be, by the existing staffs. So striking is the contrast between his portrait of the present (unrelievedly bleak) and his prospectus for the future (unreservedly bright) that it requires an oxymoron to do it justice. "*Sanguine jeremiad*" is one expression that comes to mind; "A *Domesday Book* with readily available happy endings" is another.

No one would deny that teaching, being an unperfected art, is always capable of improvement. But Bennett was not making the unexceptionable point that collegiate education suffered from imperfections; he was contending that collegiate education was in a state of crisis—a crisis of such dimensions that it affected the quality of American life, indeed the very future of western civilization. All the more, then, does his desire not to rock the boat even as he demonizes the crew stand in need of explanation. I think the explanation lies in his understanding that a colossal default leading to a cosmic funk would be daunting even to the most valiant trouble-shooters, not least because remedial action on such a scale would be prohibitively expensive. Lest his overwrought words not only rouse but dishearten readers, the apocalyptic messenger in the end delivered a soothing message. Without endangering entrenched institutional interests or tapping any fresh resource save that of a resolute will, everything that has been going wrong could be set aright.

Bennett's plan for setting things aright was to establish a sequence of required general education courses that would be distributed over the entire four years of college study, rather than just in the first two years when raw collegians and novice teaching assistants are most likely to intersect, and that would be staffed by the "best" instructors, as each institution chose to define that term. These courses would differ from the general run of liberal arts offerings in that they would engage the students minds directly with Great Books, i.e., with the highest literary and artistic expressions of "human" (he meant "western") experience. While he would not carve any particular reading list in stone, his own preferences ran to the Bible, the writings of classical antiquity, the outstanding works of medieval theologians and philosophers, the masterworks of the scientific enlightenment, the *Federalist Papers,* the towering novels of the romantic era, and the great works of music and art from the renaissance to the end of the nineteenth century. His hope was that, if justice were done to these works, there would be little time left over for the creations of the twentieth century, which was definitely not the period he loved best.

In my view, there is much to be said for a Great Books program. The notion that everyone with a college degree should have read Plato, know Shakespeare, and love Mozart strikes me as a noble aspiration, even if, in this *omnium-gatherum* we are pleased to call a system of higher education, it is not always a realistic hope. As an academic who has spent his professional life at Columbia University where a selective college admissions policy made that hope not unrealistic, I can attest to the success of a two-year program in which all undergraduates are required to confront many centuries' worth of literary, philosophical, and artistic masterpieces in small discussion groups under the rubrics of "western civilization" and "the humanities."

But my pleasure in agreeing with a critic's end-position does not lessen my dismay at the stratagems he used to get there. Consider, first, the quality of his data. Bennett's findings on the declining popularity of the humanities rested not on carefully gathered and sifted evidence of the sort academe collects in great abundance, but on a smattering of ambiguous national statistics buttressed by quotations from anonymous sources in the field. It takes no master methodologist to perceive that a percentage drop in enrollments in humanities courses would be compatible with large numerical increases in enrollments in those courses if the total student population grew rapidly at the same time (as it surely did in the indicated period); that the courses students are not compelled to take for a degree are not necessarily the courses they turn their backs on, just as the deserts we don't *have to* eat are not necessarily left untouched; and that a unanimous vote among informants on a matter as subtle as student taste is less likely to represent a scientific sampling of the views of the targeted population than the net results of the author's schmoozing with like-minded friends.

Also noteworthy is Bennett's failure to acknowledge his antecedents. The Great Books idea was not a new one. It had been installed in broad outline by Columbia College in 1919, as a working syllabus by the University of Chicago in the 1930s, as an all-encompassing plan of undergraduate education by St. John's College in Annapolis and Santa Fe in the 1950s, and, with dilutions and contractions, by a host of imitators throughout the years. Yet, beyond giving an appreciative nod to Matthew Arnold and praising a few ongoing experiments he had heard about, Bennett had nothing to say about forerunners. I surmise that he ignored them not because he hoped to steal their credit (no witting reader could have been persuaded that he or his panel of advisers invented this well-known wheel) and not because a 10,000-word report left no space for genealogical discussions (since his publisher was the agency he headed, it would surely have stretched the page limit at his request), but because, despite its fragrance of nostalgia, this report, written by a polemicist who lives so strongly in the present, was from top to bottom resolutely ahistorical.

More than Bennett the casual fact-finder and Bennett the traditionalist who concedes no ancestry, Bennett the one-dimensional explainer displays a key characteristic of this genre. In this role, he associated himself with a famous dictum that is the bane of all sociologists convinced of the causal efficacy of social facts: "The fault, dear Brutus, lies not in our stars but in ourselves." So eager was Bennett to fault the self—the individual maker of curricular decisions—that he completely disregarded the destiny-shaping stars—the power of nonpersonal factors like market conditions and demographic trends to undermine the fixed curriculum and topple the humanities from its throne. Yet it is obvious enough that a multitude of private colleges and universities, each competing for a finite number of students who could afford to attend them, would have strong organizational incentives to meet the practical wants, rather than the intellectual and cultural needs, of their courted paying guests. It is just as obvious that a multitude of state-supported colleges and universities, kept alive by tax appropriations scaled to the size of their student bodies, would long have been under heavy pressure to place the vocational demands of their client-voters over the preservationist demands of the politically weaker votaries of high culture. Furthermore, unless the extraordinary openness of the American system of higher education is taken into account, the extraordinary diversification ("degradation" is a stronger but not necessarily truer word) of the American professoriate's stock-in-trade cannot be adequately explained. Of all school systems in the developed world, ours has long been the easiest to navigate from end to end. Unlike others with which it may appropriately be compared, it does not fix the educational destiny of students at an early age through irreversible sorting systems, does not assign them to secondary schools that are either conduits to a university or *cul-de-sacs*, and does not deny any high school graduate desiring to go to college a freshman berth in some accredited institution, if not in the institution of first choice. Yet on Bennett's pages, structure and economy, far from being rounded up as usual suspects in a whodunit story, are treated as though they did not exist.

It is hard to believe that this lacuna was born of ignorance. Cassius was not unaware of the existence of external forces when he counselled Brutus to look within; he simply calculated that a Brutus engaged in an inner scrutiny and impelled thereby to confront his conscience was more likely to become his ally than a Brutus who would passively let the heavens decide his fate. I think it can be said of Bennett, too, that he was more opportunistic than unknowing. After all, he could hardly have charged sinfulness to an unusually competitive academic market or an unusually accessible academic system. His method was the instrument of his intention: if he wanted to hold professors blameworthy, he had to personalize blame; if he wanted a chance to render moral judgments, "within" was the best place to look.

In his class action suit against professors, Bennett sometimes alluded to the defendants as "we." The first person plural probably signifies his awareness that a stonecaster is more effective when he seems not to spare himself. But there is no reason to suppose that his implicit *mea culpa* should be taken seriously. This is not a confessional piece: The author reports no period spent in darkness before he came to see the light. A protege of John Silber and a former member of an administration notorious for its belligerent hostility to faculty unionism, a polemicist in the public sphere whose teaching career was short and spotty and whose scholarly accomplishments were slight, Bennett had more on his resume to suggest estrangement from than identification with the vocation of academics. Pogo's immortal message—"we have met the enemy and it is us"—will not serve as the epigram for his way of thinking. That statement invited self-examination; Bennett's unforgiving dictum— "educators have only themselves to blame"—was something else, an expression of animosity toward one occupational group.[12]

For all his flair, Bennett was not an idiosyncratic critic. The inclination to issue breathless warnings of disaster unless the sinning don repents, to shout that the academic sky is falling and then prop it up with the sticks at hand, to deal sketchily or not at all with the systemic and economic determinants of academic actions, to present old-hat thoughts with "ahha!" flourishes—all these proclivities are displayed, less vividly perhaps but unmistakably, in the writings of other critics of college teaching, regardless of their partisan commitments. This is not to say, however, that for the full comprehension of this genre Bennett's report is all we need. A number of other important genre traits, present but not glaring in Bennett, are spotlighted in the work of another critic, and we have to extract the traits of both works in order to compile an adequate master list.

The AAC report, entitled *Integrity in the College Curriculum*, was written by Frederick Rudolph, emeritus professor of history at Williams College, who was given the difficult task of producing a text that would satisfy a divided study panel. Although Rudolph had been a member of the Bennett group, he apparently had rejected the philosophic underpinnings of the latter's Great Books program, for his own report, written a year later, showed no trace of the natural law theology or cultural absolutism that Bennett derived from his Catholic upbringing and from the teachings of Leo Strauss via Allan Bloom. More on the wavelength of John Dewey's *Democracy and Education*, than of any contemporary conservative treatise, Rudolph urged the widespread adoption of a new curriculum that would induct students into various "modes of inquiry"—the logical, the literary, the quantitative, the historical, the scientific, the aesthetic, the ethical—rather than into the contents of great books or into the substance of great themes. His emphasis on the "how" rather than the "what," his pluralist faith that different roads may lead to the Rome of effective learning, his desire to raise the level of critical analysis rather than just the level of cultural knowledge, led some reviewers to believe that these two closely timed reports were worlds apart. In my view, while hardly identical twins, these two works should be regarded as siblings close in age who bear very strong family resemblances.

Like Bennett, Rudolph asserted that the surest sign college teaching was in a state of crisis was the "devaluation" of the B.A. degree. A stranger to this literature might be puzzled by the repeated use of that word in connection with a commodity that had been in increasing demand since the turn of the century and that still set sales records every year at prices that rise faster than the purchasers' average disposable income. But neither author believed that parchment testimonials to a college education had become less coveted; they meant that it had become less and less worth the coveting. To both, "devalued" meant "debased."

Rudolph went to special pains to show that earning a B.A. was a hollow accomplishment. "We have reached a point," he wrote, "at which we are more confident about the length of a college education than its content or purpose." Citing the widely attested inability of American college graduates to master a foreign language and the judgment of unnamed "businessmen" that college graduates were "illiterate" even in their own tongue, pointing to the drop in SAT scores (as though that were a failing of the college) and the rise in average college grades (as though that signified the overthrow of all standards), Rudolph conjured up the image of a student multitude passing like so many stones through the intestinal tracts of the nation's colleges, emerging practically as unenlightened as they were when they first went in. A profitless peristalsis that had to lead, at graduation time, to a meaningless evacuation.

As the author of a highly regarded history of American higher education and another on the academic curriculum, Rudolph had previously given no indication that he leaned toward sweeping and unnuanced judgments in his area of expertise. But he seemed to think that this genre licensed such activities. If anything, Rudolph the scholar turned out to be even more of a scaremonger and rabble rouser in his report than Bennett the propagandist was in his.

Not content to take aim at the deficiencies of general education, Rudolph fired away at every aspect of the undergraduate curriculum—the hodge-podge effect of distribution requirements, the lack of a persuasive rationale for a "major," the "anything goes" outlook that fostered the metastasis of worthless new courses, the "do your own thing" attitude that tolerated the mishandling of valuable old ones. The net result, he believed, was the onset of the worst affliction that can befall a course of study—"incoherence." To him, curricular incoherence is a monstrous mutation, a sport of nature. It defies the norm of intellectual order that is embodied in the very concept of a college; it deviates from the rational relationship between educational ends and instructional means that had been the trademark of the American college during the first 250 years of its existence. On the importance of restoring coherence to the curriculum, Rudolph and Bennett plainly saw eye to eye. That there might be a downside to renewed curricular coherence—that it might unduly strengthen centralized authority, inhibit pedagogical experiments, and subject academic teachers to vexing and perhaps dangerous supervision—neither perceived or at least admitted.

What brought the college curriculum to its sorry state? True to his discipline, Rudolph was readier than Bennett to seek the roots of present evils in past events. But he was no more inclined than Bennett to acknowledge the influence of impersonal forces. He had nothing to say about what was undoubtedly the single most important cause of the breakdown of the coherent curriculum: the exponential growth of the fund of knowledge. He simply ignored the competitive market pressures that drove the colleges to diversify their curriculums long before the end of the antebellum period, despite their reputed desire to march under stand-pat flags. He made only passing reference to one structural change that had a major fragmentizing effect on the course of study: the surrender of the colleges to the elective system, a regimen that gave students permission, broad if not unlimited, to order courses from a crowded menu a la carte. To be sure, he was not inattentive to every possible cause of incoherence. At the beginning of his report, he promised that he would deal with "the role of *college faculties* in creating and nourishing the decay . . . of the college curriculum." Here, he would be as good as his word.

Why was the paradise of coherence lost? This happened because of the transformation of the professors from teachers concerned with the characters and minds of their students into professionals, scholars with Ph.D. degrees, whose allegiance to academic disciplines was stronger than their commitment to teaching or to the life of the institution where they were employed.

Attributing the downfall of college teaching to the advent of professionalism in the closing decades of the nineteenth century, Rudolph demonstrated that a historical approach to this subject could be as critical of professors as was Bennett's timeless references to free will.

Did the college curriculum really fall into disrepair because the American professoriate became professionalized? This is not the same as asking, was the trend toward curricular diversity accelerated by the specialized postgraduate training of would-be academics, by the organization of working academics into campus departments of instruction, and by the institutionalization of academic research—the key manifestations of academic professionalism in its *fin de siecle* form. To the latter question, the answer is surely "yes." A faculty molded by the new American graduate school or new professional school was far less likely to gravitate to the limited subjects of the traditional curriculum than was a faculty composed of clergymen and of laymen schooled to a large degree as clergymen. A faculty divided into departments by discipline was quicker to plead the case for an addition to staffs and offerings than a faculty organized as a committee of the whole. And a faculty charged with producing knowledge was more likely to recycle its own findings into the course of study, and regard old textbooks as outmoded ones, than a faculty that had not been inducted into the research role.

But Rudolph was not merely noting that professionalization set loose forces that undermined the integrated curriculum; he was contending that these forces, once unleashed, had a devastating effect on the quality of college teaching. By invoking the rise of academic professionalism, he sought to call attention to nothing less than the American professoriate's fall from grace. In this regard, he was not alone; the same power to turn dwellers in the paradisaic old-time college into so many offending Adams has been observed by persons of the anti-professional persuasion in every critical set.

Does professionalization deserve its reputation for malevolence? No fair-minded and thorough-going appraiser of its historical impact would say that it does. Specialization, one of its prime effects, was in most ways a boon, not a detriment, to good teaching. Even in the antebellum period, when academic leaders were paying homage to Renaissance man and Emerson's all-seeing scholar, academic institutions kept narrowing the intellectual coverage of professorships, thus acknowledging that breadth was the antithesis of mastery and that the know-it-all seldom knew enough. Can it be plausibly argued that the cause of good teaching would have been advanced if, in the postbellum era of rapidly increasing knowledge, academics kept laying claim to omniscience no matter how far that claim had to be stretched?

It may be that specialization, by fostering departmentalization, has failed to promote the kind of all-for-one, one-for-all team spirit for which central administrations are known to pine. But departments are more than sites for budgetary plottings and campus turf wars; they are, *inter alia*, local communities of the competent linked to others of their kind in diverse academic institutions over great distances; they are centers in which academics learn to act as resident agents for a discipline and counselors to society on call; they are vital building blocks of administration, allowing the authority to identify and recruit qualified candidates for academic appointments, which had earlier shifted from the governing board to the president, to shift once again from the president to the staff. That the latter proved to be a fortunate delegation few would dispute. While it was true that Charles William Eliot, president of the Harvard that rose to greatness after the Civil War, or William Rainey Harper, president of the University of Chicago that was breathed into life by Rockefeller wealth at the turn of the century, were exceedingly effective talent-hunters, anyone who would propose in these days to entrust the function of hunting talents to the necessarily limited knowledge of the usually short-term occupant of the all-too-exposed presidential office would not be doing professors, students, or presidents a good turn. Specialization, one would have to agree, does have drawbacks, but to put it, as Rudolph does, exclusively in the loss-column of the teaching ledger is to come close to doctoring the books.

Is Rudolph at least on target when he accuses the professionalized academic of trading the true religion of devoted teaching for the false god of devoted research? This tired assertion can always count on a fair amount of observational support. It is clear to the unaided eye that scholarly knowledge in academia is treated more solicitously and passed on to novices more systematically than is usually the case with teaching knowledge. It takes no more than passing familiarity with the American graduate school to be aware that its training program for would-be academics consists of a major, a minor, and a vacuum—the last referring to the time expended on didactic theory and technique. And it is a notorious fact that the reward-system of this occupation favors research prowess over teaching prowess, especially in the higher reaches of the hierarchy of institutions of higher learning.

Still, those who make it their special business to tell the quantitative truth about American professors do not support the view that the latter's commitment to their research specialties is stronger than their commitment to teaching. In 1969, the Carnegie Commission on Higher Education conducted a massive survey of the nation's faculty members that, among other things, tapped their attitudes toward teaching and research, and that would remain a fount of information on this subject for decades. Its findings made it clear that the values of the disciplines had been internalized by faculty members in institutions from the top to the lower middle of the pecking order. Interestingly enough, however, when the respondents were asked whether they were more *interested* in teaching or research, three out of four replied that their primary interest lay in teaching. This preference was more pronounced in the teaching-oriented colleges than in the research-oriented universities, but even in the latter places fully half of the faculty gave teaching the higher spot in the rank-order of their desires. When the questions shifted from preference to *performance*, wider gaps among the respondents opened up. Over half of the entire sample reported that they had not published a single scientific or scholarly paper in the two years preceding the survey, while only three percent of the group reported that they published ten or more. In addition, faculty members in top-rated universities were much more likely to be research activists than those in institutions of reputedly lower quality.

On the other hand, the academic division of labor, stark when it came to research, was much less evident when it came to teaching. Almost all of the respondents, including those in the research power-houses, testified that they taught a good deal; moreover, those who were most active in research taught almost as much as their less productive colleagues. "Judged by the staff's self-conceptions," wrote Oliver Fulton and Martin Trow in a published analysis of these data, "the American academic system as a whole is primarily a teaching system." They were stretching things a bit The Carnegie survey did not pick up the full-time researchers who were beginning to arrive in droves on irregular appointments and soft financing; in the loud hurrah for teaching sounded by university professors, graduate and undergraduate levels were not always clearly differentiated. Nevertheless, these statistical tables did reveal that regular faculty members cared enormously about teaching whether or not they did research. This strongly suggests that a craving for success at a podium visited several times a week, semester after semester, year after year, was as strong a sign of professorial devotion as was the urge, felt by a smaller number and most of them only sporadically, to seek the bubble reputation in the cannon's mouth of scholarship.[13]

The last thing I have to say about Rudolph's treatise goes back to the first thing his reviewers noticed: his plan for curricular reform. He himself was not reticent about praising his handiwork. Not distinguishing between a curriculum and an epiphany, he allowed that the widespread adoption of his blueprint would not only rectify the curricular errors of the last century but would in the future "enable the American people to live responsibly and joyfully, fulfilling their promise as individual human beings and their obligations as democratic citizens." To this extravaganza of self-praise, one can only reply, only half-amused: Is that all?

In the abstract, Rudolph's plan has its merits. In order to think critically about something, it is helpful to possess a repertory of alternative ways of thinking and to let the best examples of each way serve as the guide to choice. But the notion that a brave new world of required college courses could be constructed on such pillars is pure fantasy. Most teachers would be inclined to discuss methodology in the context of their own subjects; in this event, a webwork of courses on different "modes of inquiry" would probably turn out to be nothing more (and might with added verbal baggage turn out to be something less) than introductions to different disciplines, which could easily devolve into the old and much demeaned scheme of distribution requirements, hardly an effective formula for battling incoherence.

In the unlikely event that a committee on instruction would actually cook up and serve their students a full array of dishes à la Rudolph, an even more serious problem would arise. No course on "modes of inquiry" could avoid steering into the troubled waters of epistemology and metaphysics; hence every such course would make heavy demands on the navigational skill of the instructor. Did Rudolph never wonder whether the ordinary run of academic scientist put in charge of one of his suggested general education courses would be competent to discuss the possibility of an inter-subjective criterion of truth or the existence of an independent reality to which human utterances correspond? Did he never worry about how newly minted Ph.D.s trained in counterworking graduate schools would handle questions of this sort, or about how a college could find enough broad-ranging teachers in its midst to staff a required college-wide program of such sweep (especially since he told us that academics are massively afflicted with tunnel vision), or about how, if a college was unable to cull requisite talents from its current faculty, it could purchase what it needed in the academic labor market without going into budgetary arrest? At this point, one is tempted to wonder whether the author was undeterred by operational difficulties because he thought that his curricular plan would never be put into operation. If this was the case, and I think it was, he would be acquitted of the charge of quixotry, but would in effect admit that the main point of his exercise was to rail at professors, not to change them. And if the same can be said about a good many contributors to this genre, and I think it can, one would have to conclude that educational reform was much more the instrument than the goal of each outbreak of critical expressiveness.[14]

WORD TO THE WHY'S

Why has so much been written about undergraduate education?

- Because writings on this topic attract public attention and sell well.

Why is so much of what is written about undergraduate education highly critical of it?

- Because bad news sells itself better than good news.
- Because teaching makes extravagant promises that cannot always be fulfilled and that can only rarely be fulfilled demonstrably. Hence it is apt to become a nursery of disappointments.
- Because mass higher education cannot help but mirror some of the characteristics of mass culture and there is always much to criticize in mass culture.
- Because mass higher education is the best means we have for keeping the warts of mass culture from spreading boundlessly, but a book or article to this effect would be too pollyannaish to interest readers.

Why is so much criticism of undergraduate education aimed at the immediate purveyors of it—the faculty—and not at the students, administrators, and trustees on the inside, or the relevant powers-that-be in the world without?

- Because American professors, combining privilege with weakness, meet the classic requirements for scapegoat far better than any of the aforementioned social groups.
- Because American professors have a passion for self-indictment unmatched by any other element within or beyond the university. (Indeed, it may be unmatched by any social

type in history, with the possible exception of the revolutionaries who sprang from the loins of the nineteenth and twentieth century bourgeoisie.)

- Because American professors lack the organizational capacity to retaliate against their detractors, and thus are an appealing quarry for critics who want to hit out hard yet play it safe.
- Because the foundations, associations, and study panels that subsidize and shepherd works of academic criticism are heavily populated by administrators who have their own scores to settle with professors.
- Because professor-bashing is one of the few acts of group aggression for which it is always open season, almost every other group having been declared a protected species.
- Because bashing professors is easy, since one can get the hang of it with very little training or study, so that critics presented with publisher deadlines need not fear that they will be "dead" (from overwork) when they reach the "line."
- Because putting professors on the hook is a way of getting taxpayers off it. When one gets carried away by group psychology, the subject one gets carried away from is likely to be political economy. At that point, critics can inquire into why teaching programs fail without casting a glance at the dwindling of educational resources.
- Because in so large a work force as the academic there are bound to be persons who do live down to the nasty things that are said about them, and who thus, through anecdotal evidence, manage to give sloganeering and stereotypy a good name.

NOTES

[1] Bloom, 1987; d'Souza, 1991; Sykes, 1988; Sykes, 1990; Bernstein, 1994; Kimball, 1990.

[2] Chomsky, 1969; Friedenberg, 1965; Goodman, 1956; Kenniston, 1965; Kenniston, 1968; Wolff, 1969; Roszak, 1969; Roszak,1968; Wallerstein, 1969.

[3] Nisbet, 1965; Nisbet, 1973; O'Toole, 1978; Silber, 1974; Hentoff, 1969. See Smith, 1973.

[4] Barzun, 1945; Hofstadter, 1963; Bestor, 1953.

[5] Cf., Brubacher and Rudy, 1958.

[6] Sanford, 1962.

[7] Some prominent members of the American Association of University Professors (AAUP), whose historic function has been the defense of academic freedom and tenure above all else, were not convinced that there could be a genuine civil libertarian thrust behind the hostility to "political correctness," perhaps because of the rise of a new organization of academics, the National Association of Scholars, whose anti-"p.c." alarums had a distinctly right-wing tone. In the fall of 1991, the AAUP entered the national debate on this subject with an unreviewed and hastily published statement by a special committee to the effect that the anti "p.c." attack sought primarily to turn back the clock on civil rights. Those who have accused American higher education of submitting to the domination of exponents of "political correctness," the statement read, have frequently been less than candid about its actual origin, which appears to lie in "an only partly concealed animosity toward equal opportunity and its first effects of modestly increasing the participation of women and racial and cultural minorities on campus ("Statement on the 'Political Correctness' Controversy," *Academe* 77 [September-October, 1991], 48). In the next issue of *Academe*, five former chairs of Committee A on Academic Freedom and Tenure over the past two decades and the current one administered an unprecedented public spanking to the authors of this statement. They denied that the special committee spoke for the Association, repudiated its view that criticism of political correctness was a form of "aggression against individual rights," and took the occasion to remind readers that academic freedom was a neutral principle, as available to the right as to the left.

[8] Woodward, 1986.

[9] Genovese, 1991.

[10] That the tent has seemed to many to be a gathering place for right-wingers only may be attributed to the fact that, in a conservative age, conservatives tend to hog the spotlight of the media. Genovese found an outlet for his views in higher brow journals of limited circulation, but in this era a member of what is left of the left is not the first person chosen by talk show hosts and publishers to discourse on what is wrong with American higher education.

[11] Bennett, assisted by a "Study Group on the State of Learning in the Humanities in Higher Education," 1984; Association of American Colleges, 1985; Study Group on the Conditions of Excellence in American Higher Education, National Institute of Education, 1984; National Commission on Higher

Education Issues, 1982; Gamson and Associates, 1984; Commission for Educational Quality, Southern Regional Education Board, 1985; Cheney, 1988; Cheney, 1989; National Commission on Excellence in Education, 1983; Boyer, 1987; See also Boyer, 1990.

[12] This is the point at which Bennett's plea for the highest form of higher education slides into the ordinariness of professor bashing. In this respect he keeps company not with St. Thomas and Kant but with such sneerers at academic intellectuals as Anonymous, 1973; Kolstoe, 1975; Lewis, 1975; Mandell, 1977; Williams, 1958. Wilke, 1979; *et al.*

[13] Cf. Bayer, 1970; Fulton and Trow, 1975. Later surveys of American faculties do not uncover important changes in teaching and research preferences and performances. Cf. Bowen and Schuster, 1986.

[14] Of the critical reports on college teaching published in this period, the one entitled *Involvement in Learning: Realizing the Potential of American Higher Education*, written by Kenneth Mortimer, vice president at Pennsylvania State University, and guided by a National Institute of Education panel composed of well-known figures in the field of educational research would seem least to fit the Bennett-Rudolph pattern. In place of the chiliastic idiom of those authors, Mortimer employed the lingo of scientific management, using terms like "feedback," "frontloading," "monitoring," and "outcomes"; instead of painting a picture of a college system *in extremis*, he depicted a college system beset by a series of difficulties but with still much life in it; instead of prescribing one heroic remedy for what ailed the college, he offered 27 practical proposals, including "competency-based learning," "computer-assisted instruction," and "learning contracts" to boost its vital signs. Yet I find the stamp of the genre even on this seemingly aberrant work. It too considers undergraduate education in this country to be an abysmal failure; though it offers larger helpings of statistical supporting evidence, it too makes very scant use of historical evidence; and—this is to be the litmus test—it too demeans professors, not by demonizing them, but by proposing to disempower them, leaving to managerial administrators the task of initiating changes that would increase the efficiency of "personnel." Taylorism finds a place in this genre, too.

REFERENCES

Anonymous, *This Beats Working for a Living: The Dark Secrets of a College Professor* (New Rochelle, N.Y.: Arlington House, 1973).

Association of American Colleges, *Integrity in the College Curriculum: A Report to the Academic Community—The Findings and Recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees* (Washington, D.C.: Association of American Colleges, February, 1985).

Bayer, A.E., *College and University Faculty: A Statistical Description* (Washington, D.C.: American Council on Education, 1970).

Bennett, W.J., *To Reclaim a Legacy: A Report on the Humanities in Higher Education* (Washington, D.C.: National Endowment for the Humanities, November, 1984).

Bernstein, R., *Dictatorship of Virtue: Multiculturalism and the Battle for America's Future* (New York: Knopf, 1994).

Bestor, A.E., *Educational Wastelands: The Retreat from Learning in Our Public Schools* (Urbana, Ill.: University of Illinois Press, 1953).

Bloom, A., *The Closing of the American Mind* (New York: Simon and Schuster, 1987).

Bowen, H.R. and Schuster, J.H., *American Professors: A National Resource Imperiled* (New York: Oxford University Press, 1986).

Boyer, E.L., *College: The Undergraduate Experience in America* (New York: Harper and Row, 1987).

———, *Scholarship Reconsidered: Priorities for the Professoriate* (Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990).

Brubacher, J.S. and Rudy, W., *Higher Education in Transition* (New York: Harper and Row, 1958), 280-288.

Cheney, L.V., *The Humanities in America: A Report to the President, the Congress, and the American People* (Washington, D.C.: National Endowment for the Humanities, 1988).

———, *50 Hours: A Core Curriculum for College Students* (Washington, D.C.: National Endowment for the Humanities, 1989).

Chomsky, N., *American Power and the New Mandarins* (New York: Pantheon Books, 1969).

Commission for Educational Quality, Southern Regional Education Board, *Access to Quality Undergraduate Education* (Atlanta, Ga.: Southern Regional Education Board, 1985).

d'Souza, D., *Illiberal Education: The Politics of Race and Sex on Campus* (New York: Free Press, 1991).

Friedenberg, E.Z., *Coming of Age in America: Growth and Acquiescence* (New York: Random House, 1965).

Fulton, O. and Trow, M., "Research Activity in American Higher Education" in *Teachers and Students*, ed., Martin Trow (New York: McGraw Hill, 1975).

Gamson, Z. et al., *Liberating Education* (San Francisco, Calif.: Jossey-Bass, 1984).

Genovese, E.D., "Heresy, Yes—Sensitivity No," *New Republic* (April 15, 1991), 30-35.

Goodman, P., *Growing Up Absurd: Problems of Youth in the Organized System* (New York: Random House, 1956).

Hentoff, N., "Freeing the University: Abolish Tenure," *Evergreen Review* 73 (December, 1969), 39-41, 72-73.

Hofstadter, R., *Anti-Intellectualism in American Life* (New York: Knopf, 1963).

Kenniston, K., *The Uncommitted: Alienated Youth in American Society* (New York: Harcourt Brace, 1965).

____, *Young Radicals: Notes on Committed Youth* (New York: Harcourt Brace and World, 1968).

Kimball, R., *Tenured Radicals: How Politics Has Corrupted Our Higher Education* (New York: Harper and Row, 1990).

Kolstoe, O., *College Professoring: Or Through Academia with Gun and Camera* (Carbondale, Ill.: Southern Illinois University Press, 1975).

Lewis, L.S., *Scaling the Ivory Tower: Merit and Its Limits in Academic Careers* (Baltimore, Md.: Johns Hopkins University Press, 1975).

Mandell, R., *The Professor Game* (New York: Doubleday and Co., 1977).

National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (Washington, D.C.: U.S. Department of Education, April, 1983).

National Commission on Higher Education Issues, *To Strengthen Quality in Higher Education: Summary Recommendations of the National Commission on Higher Education Issues* (Washington, D.C.: American Council on Education, 1982).

Nisbet, R., "The Permanent Professors," *Public Interest* 1 (Fall, 1965), 37-50.

____, "The Future of Tenure," *Change* 5 (April, 1973), 27-33.

O'Toole, J., "Tenure: A Conscientious Objection," *Change* 10 (June-July 1978), 24-31.

Roszak, T., *The Making of a Counter Culture: Reflections on the Technocratic Society and its Youthful Opposition* (Garden City, N.Y.: Doubleday and Company, 1969).

____, ed., *The Dissenting Academy* (New York: Pantheon, 1968).

Sanford, N., *The American College: A Psychological and Social Interpretation of the Higher Learning* (New York: John Wiley and Sons, 1962).

Silber, J., "Dialog: the Debate on Tenure," *Change* 6 (November, 1974), 42-45.

Smith, B.L., *The Tenure Debate* (San Francisco, Calif.: Jossey-Bass, 1973).

"Statement on the Political Correctness Controversy," *Academe* 77 (September-October, 1991), 48).

Study Group on the Conditions of Excellence in American Higher Education, National Institute of Education, *Involvement in Learning: Realizing the Potential of American Higher Education* (Washington, D.C.: National Institute of Education-U.S. Department of Education, October, 1984).

Sykes, C.J., *ProfScam: Professors and the Demise of Higher Education* (Washington D.C.: Regnery, Gateway, 1988).

____, *The Hollow Men: Politics and Corruption in Higher Education* (Washington D.C.: Regnery Gateway, 1990).

Wallerstein, I., *University in Turmoil: The Politics of Change* (New York: Atheneum, 1969).

Wolff, R.P., *The Ideal of the University* (Boston: Beacon Press, 1969).

Woodward, C.V., "Letter to the Editor," *New York Times* (October 15, 1986), A. 27.

Williams, G.G., *Some of My Best Friends are Professors: A Critical Commentary on Higher Education* (New York: Abalard-Schuman, 1958).

Wilke, E., ed., *The Hidden Professoriate: Credentialism, Professionalism, and the Tenure Crisis* (Westport, Conn.: Greenwood Press, 1979).

NEGOTIATING ACADEMIC RESTRUCTURING

by Rachel Hendrickson, Christine Maitland, and Gary Rhoades

Rachel Hendrickson *is an NEA higher education specialist. Hendrickson's Ph.D. is in English and her M.S. is in industrial relations, both from the University of Rhode Island. She is on the board of the Industrial Relations Research Association.*

Christine Maitland *has 14 years of experience with education unions and serves as the NEA higher education coordinator. Maitland holds a doctorate from Claremont Graduate School and conducts research in the field of labor relations.*

Gary Rhoades *is an associate professor at the University of Arizona's Center for the Study of Higher Education. He studies academic labor, higher education, and institutional policy. Rhoades' recent publications focus on retrenchment, administrative costs, and intellectual property policies.*

Academic restructuring, though less extensive than corporate restructuring, became widespread during the 1990s.[1] Two-thirds of the campuses surveyed in 1994 reported reorganized administrative structures, 71 percent reviewed the mission of their academic programs, half reorganized academic units, 40 percent consolidated programs, and two-thirds created new academic programs.[2]

Restructuring poses important challenges for organized labor. This chapter reviews three affected areas of faculty union contracts: labor-management relations and governance in reorganization; restructuring, especially as it affects academic programs and divisions; and technological developments that affect the nature of work and the composition of the workforce.

Similarities between academic and economic trends should not be surprising. College and university presidents often sound like corporate CEOs and often look to business for models of efficiency and effectiveness.[3]

Academic restructuring often serves corporate interests—not only local, state, and regional economic development, but now including the global competitiveness of American companies.[4]

Private sector restructuring offers several key lessons to faculty bargainers. First, restructuring involves comprehensive change; it's more than a reorganization with layoffs. A union should negotiate a greater role in strategic planning and governance when a college is about to restructure, using appropriate models of increased union and worker involvement in defining the direction of the corporation. This chapter, therefore, first examines contract clauses that affect union involvement: management rights articles, notice clauses, meet and confer language, statements of philosophy or principle, and governance articles.

Second, decisions about unit elimination, downsizing, or upgrading are consequential choices about the nature and distribution of the workforce. Academic and corporate downsizing has resulted in increased proportions of part-time or contingent workers and in a shift in the professional staff from production to support positions. This chapter, therefore, examines the reorganization and retrenchment articles of faculty contracts—financial exigency clauses and "restructuring" articles that invoke financial constraints without declaring financial exigency. Protections designed for individual faculty members faced with layoffs for financial exigency are inadequate when restructuring affects faculty members in collectives. We evaluate the extent of administrative discretion in restructuring the academic workforce and suggest contractual language to strengthen the faculty role in restructuring.

Third, technological developments promise to change the nature of work and the composition of the workforce. Corporations are replacing workers on a scale that dwarfs developments in higher education, but new technologies for distance education challenge faculty members and their unions. Will faculty members be the creators and controllers of the technology, or simply the deliverers of a product? Unions, which too often appear to oppose "progress," must devise creative roles for faculty in selecting and implementing new instructional technologies and delivery systems. These unions must then negotiate retraining opportunities to ensure a constant number of workers if new technologies change the nature of work. The chapter analyzes contractual treatment of instructional technologies in collectively bargained faculty agreements; the faculty role, if any, in selecting these technologies; faculty control, if any, over the use and products of technology; and the extent to which contracts define training opportunities for faculty members.

Workplace restructuring without labor-management cooperation, the chapter concludes, will be painful and inefficient, and leave a legacy of a hostile labor environment.

GOVERNING RESTRUCTURING: EMPLOYEE PARTICIPATION AND CORPORATE CONTROL

Increases in shared decision-making between labor and management—the Saturn automobile contract, for example—have accompanied the restructuring of America's industries. The 1994 Dunlop Commission report recommended adjustments to U.S. labor law to accommodate increased cooperation. "Employee participation will have to expand to more workplaces if the American economy is to be competitive at a higher standard of living in the 21st century," noted the commission. "Participation must also expand to include more workers and a broader array of issues if it is to meet the expectations and address the vital concerns of the nation's work force."[5]

Has faculty participation, considered essential in restructuring elementary and secondary education, come to college campuses? In higher education, there has been a tradition of commitment first to the profession, next a commitment to the discipline, and, finally, a commitment to the institution. Schuster *et al.* point to an administrative paradox. How ironic, they believe, if:

> as corporate managers have become more aware of the advantages of empowering employees throughout the organization to help shape significant decisions, higher education's managers, *nee* "administrators," have steadily sought, albeit in the face of adverse conditions, to assume a larger share of the power to make decisions.[6]

The Schuster study noted two barriers to institutional change: setting a direction and devising a governance apparatus. "How can campuses create mechanisms," asked the authors, "that both will be reasonably effective in determining priorities for the future *and* will be credible—that is, legitimate and acceptable—to the campus community?"[7] Neither a faculty senate nor a union will meet four key "imperatives": "the call for broader participation, for timely decisions, for responsiveness to the external environment, and for a setting conducive to strategic leadership, particularly presidential leadership."[8] A new route for cooperation and decision-making, the authors conclude, is needed to meet the challenges of restructuring. The proposed solution: strategic planning councils with substantial faculty representation.[9]

Another study examines a perceived shift toward continuous negotiations, or "living agreements," for change.[10] A new social contract is emerging in the private sector, say the authors, with "relations . . . based on a mutual *commitment* employment relationship in contrast to traditional ones based on mutual *compliance*."[11] Management's agenda in the private sector—"reduced payroll costs, increased flexibility, and sustained contributions by individual workers"—resembles the needs of academic administrators facing similar competitive pressures.

The authors outline two managerial strate-

TABLE 1

FACULTY INVOLVEMENT IN PROGRAM CHANGES (PERCENTAGE OF INSTITUTIONS)

		Public				Independent		
	All Institutions	All	Two-Year	Comprehensive	Research/ Doctoral	All	Colleges	Research/ Doctoral
Faculty involved program changes through:								
Standing committees of the academic senate	72	65	56	78	90	84	87	58
Ad hoc faculty committees institution-wide	68	65	67	58	76	72	72	71
Faculty represent. on institution-wide committees	87	89	89	91	84	83	83	88
Committees within academic units	64	64	56	76	87	64	62	88
Department-level input	82	83	84	81	86	81	81	75
Other	6	4	4	6	4	8	8	0

SOURCE: Campus Trends, 1994, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 124 two-year colleges, 35 baccalaureate institutions, 123 comprehensive universities, and 124 doctoral institutions.

gies for creating change: *forcing* or *fostering* relationships. Corporate and academic administrators who force unilateral change in work rules and compensation expect labor to "remain unpersuaded that there is a strong business performance rationale for [that] agenda," and oppose cooperation.[12]

Do bargaining agreements reflect this old style corporate tendency to "force"—a strategy that may seriously impair the ability of the campus to meet the demands of the next century—rather than "foster" change, or do they reflect the employee participation advocated by the Dunlop Commission? Frequent presidential laments that bargaining, tenure, and governance deny colleges needed flexibility suggest that contracts give extensive rights to faculty to block change. But the faculty and academic professional contracts in NEA's Higher Education Contract Analysis System (HECAS) database mostly show traditional, restrictive management rights clauses that govern the planning stage of restructuring.[13] A recent survey of administrators reported widespread faculty involvement in restructuring programs (Table 1). But this involvement rarely occurs through faculty unions. Unions are brought in after the fact and usually can only suggest or recommend, though they maintain due process rights concerning the implementation of change.

Contract clauses affecting the planning and implementation of a restructuring or reorganizing process fall into several categories: management rights clauses; "notice" clauses; meet and confer clauses; and statements of philosophy or governance.

"Management Rights" Clauses

HECAS contains 150 contracts with articles that assert management rights. The University of Lowell (Massachusetts) contract, for example, grants management the right to "hire, promote, suspend, discipline, transfer" and to "relieve employees from duty because of lack of work, legislative budget reductions, [or] financial exigency." Administrators often consider these rights essential for successful restructuring. These contracts limit management's rights only by specified grievance or arbitration procedures.

Management, specifies the Franklin Pierce

College (New Hampshire) contract, has the "right to take such actions as may be necessary to carry out the mission of the College in case of demonstrable emergencies." Management of Southeast Community College (Nebraska) reserves the rights:

> 6. To determine the size and composition of the work force and in accordance with Nebraska law reduce the number of employees in the event of lack of work or funds or under conditions where management believes that continuation of such work would be inefficient or nonproductive;
>
> 7. To determine the mission of the College and the methods and means necessary to efficiently fulfill that mission, including the contracting out for or the transfer, alteration, curtailment or discontinuance of any goods or service.

The administration of Northern Michigan University retains the rights to:

> (1) full and exclusive control of the management of the University, the supervision of all operations, the methods, processes, means, and personnel by which any and all work will be performed, the control of property and the composition, assignment, direction, and determination of the size and type of its working forces . . .
>
> (3) the right to change or introduce new operations, methods, processes, means of facilities, and the right to determine whether and to what extent work shall be performed by employees.

Management wishes to set the *mission*, determine the *process* necessary to carry it out, and determine the *kind* of employee to hire, including tenure track or temporary, level of qualification, and assignment. Faculty and staff may mitigate the impact of unilateral exercise of these rights—forced change—through grievance, arbitration, or other due process clauses.[14] But these limitations on management rights and accountability mechanisms are after-the-fact responses to restructuring.

"Notice" Clauses

Some contracts also require management to inform the union of plans that affect its members. Many "notice" clauses speak of information disclosure for bargaining or representation purposes,[15] but others require notice of reorganization or restructuring plans:

> 5.6 Where possible, the Administration will advise the Association on new or modified long-range institutional planning as to its anticipated effect on the bargaining unit.
>
> 5.7 In the case of a reorganization, the College will notify the Association in writing of the pending reorganization twenty-five (25) days prior to its implementation . . . A reorganization is hereby defined as a restructuring of a department or a division which affects three or more members of the bargaining unit . . . (Community College of Rhode Island, AP).

The contract for universities in the Illinois Board of Governors system contains similar language:

> 13.1 Notification of Intent to Reorganize: When plans are undertaken to reorganize the departmental/unit structure by combining or by separating a portion of a department/unit with/from the original structure, all affected employees shall be notified of such plans and given an opportunity to respond.

The contract for the Massachusetts State College system requires the administration to transmit any plan for academic reorganization to the All-College Committee and to the faculty association prior to its implementation. The committee may respond, but the contract does not guarantee that the response will have any effect.

"Meet and Confer" Clauses:

"Meet and confer" clauses fall into two categories: restrictive-contractual or problem-solving. Restrictive-contractual clauses specify meeting times and dates, discussion limitations, and committee composition.[16] These clauses tend to cap discussion, rather than encourage it.

Problem-solving clauses offer a better opportunity for faculty and staff participation in restructuring, since these clauses promote viewing the contract as a social document, rather than a static, legal instrument. These clauses address specific issues, such as benefits.[17] One contract provides for a committee on reorganization:

> For the purpose of developing the most effective decentralized operational management structure, a committee comprised of management, Faculty Association and the Faculty Senate will be constituted. Its charge will include, but not be limited to, consideration of all options, including the current as well as any new structure (Chaffey Community College, California).

Another contract contains a modified "meet and confer" provision for reorganization:

> 1.5 The organizational structure of the college shall be at the discretion of the Board of Trustees. The Faculty Association through its president, or designee, shall be included in discussions of any reorganization of subdivision or department alignment (Moraine Valley Community College, Illinois).

Problem-solving clauses call for more than notice of impending change, and they promote an inclusive view of decision-making. But, by focusing on specific issues, they fail to involve faculty and staff members in the restructuring or reorganization processes.

Statements of Philosophy and Governance:

Statements of philosophy range from simple to comprehensive.[18] Most articles restrict faculty governance to traditional spheres—curriculum, degree requirements, grading policies, and recruitment and selection of faculty members. The contract for the University of Lowell (Massachusetts) contains a typical statement of academic policy and principle:

> The primary advisory role of the faculty in establishing, organizing, reorganizing and consolidating academic programs (and the college and departmental structures through which they are carried on), and in formulating academic policies, academic rules and regulations, the academic calendar and academic standards for presentation to the Board shall be continued and preserved.[19]

But some contracts tie a comprehensive statement of philosophy to a governance clause, thereby maximizing faculty participation in the change process. "The intent of the parties hereto in carrying out their responsibilities to negotiate the terms and conditions of employment of members of the bargaining unit," states the contract that governs the Florida State University System, "is to promote the quality and effectiveness of education in the State University system and to maintain high standards of academic excellence in all phases of instruction, research, and service."

> The parties concur that these objectives are facilitated by amicable adjustment of matters of mutual interest. It is recognized by the parties that mutual benefits are to be derived from continual improvement in the State University System, and that *participation of faculty and professional employees in the formulation of policies under which they provide their services is educationally sound.*[20]

The contract "Preamble" calls for collegial norms to govern the roles of the bargaining agent, the Senate, and departments. The Senate may consider "(d) the development, curtailment, discontinuance, or reorganization of academic programs." But the contract excludes this statement of "intent and policy" from the grievance procedure.

The Whatcom Community College (Washington) contract also combines statements of philosophy and governance:

> The Employer and the Union agree on involving Faculty Members in the formulation of College policies and procedures, subject to the legal obligations of the Board or its designees to make final decisions on such matters. A Guiding principle is that those affected by a policy or procedure should have a voice in the development of that policy/procedure.

The contract for the University of Nebraska, Omaha, provides for governance consultation in the "role and mission of the University," as well as the traditional academic areas.[21] The Delaware State College contract permits shared responsibility for institutional planning, but the Board of Trustees retains final control.[22] A task force on governance at Oakland Community College (Michigan) has an exceptionally broad mandate:

> The task force will study and provide recommendations for: shared values, vision and unity in purpose; synergistic planning; individual responsibility and commitment to quality; situational leadership; empowered teams with accountability; a superior faculty, student body, and administration; organizational structure.

The Eastern Washington University contract comes closest to fostering change through shared responsibility. The contract is organized in chapters, not articles, and contains no management rights clause. Definitions of institutional roles and responsibilities anticipate change and development, and avoid rigidity: "The university academic organizational structure," states the contract, "should reflect and promote the educational goals and programs of the university." "It will be based upon a multidimensional framework," it continues, "recognizing different organizational needs of various units and yet providing for equitable consideration of all programs within institutional goals and policies."

The organization, the contract adds, "should reflect the major commitments of the university and permit implementation of decisions about university program directions." Organizational structure and mechanisms, the contract recognizes, "are in a process of continuing negotiation and adaptation, responding to the emerging or changing conditions affecting the university's mission and activities. As program goals and external conditions change, university organization and related procedures must also make appropriate corresponding change." To *"facilitate necessary change, overly complex and restrictive organizational arrangements or procedures will be avoided."*

Finally:

> In formulating all-university policies, procedures and structures the assumption is made that the faculty member is highly professional in the faculty member's area of expertise. Thus it is further assumed that the *faculty member is capable of making individual, as well as collective, decisions* with fellow professionals concerning matters of instruction, professional conduct and conditions of professional employment and reward. Therefore, the academic administration of the university shall be based upon the *principle of shared responsibility in governance.* Organizational procedures will place decision accountability as close as possible to the most adequate and appropriate source of expertise and information . . . .[23]

The parties to this agreement have negotiated for the future. Other HECAS contracts contain, at most, small pieces of the fabric necessary to form the reorganization quilt. Each party must radically rethink its traditional sphere of interest—management rights and union-protected due process—to assure "participatory" restructuring rooted in collegial relationships.

RETHINKING RETRENCHMENT ARTICLES FOR RESTRUCTURING INSTITUTIONS

Retrenchment clauses first appeared in the mid- to late 1970s when bargaining units confronted faculty layoffs. These clauses were frequently justified in terms of financial exigency, a hotly debated and litigated concept, and appear in most current agreements.[24] The late 1980s and early 1990s witnessed another surge of individual layoffs along with broader workforce restructuring. But college presidents no longer invoke financial exigency; instead, they insist that *program* reorganization and reduction are necessary to maintain institutional quality and to address student and public needs. Restructuring programs replaced retrenching individuals; instructional workloads shifted among fields and categories of faculty.[25]

Restructuring involves the workforce as well as the institution. Ironically, full-time faculty are now a smaller proportion of the total faculty workforce than 25 years ago, but their jobs are now more at risk. Workforce restructuring is evident not just in the general increase in part-time faculty—the proportion of part-time faculty increased from 24 percent in 1970 to 36 percent in 1989—but in the replacement of full-time with part-time faculty in several instances of retrenchment.[26] The decline of full-time faculty members in the total professional workforce also reflects workforce restructuring; between 1987 and 1991, total numbers of faculty slightly decreased, while employees in the job categories of executive, manager, administrator, and nonacademic professionals increased 6.3 and 21.6 percent respectively.[27] To what extent do retrenchment clauses, often bargained in the 1970s to protect individual faculty from layoff, remain appropriate responses to broader workforce actions that affect faculty collectively?

We utilize the HECAS data base to examine the extent to which financial exigency appears in the contracts as a rationale for faculty layoffs. Building on an earlier study of retrenchment clauses,[28] we emphasize:

- the language of exigency—is it demonstrably bona fide?
- the definition of exigency—does it apply to the whole institution?
- the rationale—is exigency the only basis for faculty layoffs?
- provisos—do any conditions surround its application?

We offer suggestions for faculty contract negotiators faced with program restructuring and reduction.

We then examine administrative discretion in retrenching faculty and restructuring the workforce:

- The protection of full-time faculty lines—do provisions assure that full-time faculty lines will not be reduced relative to part-time and administrative lines?
- Affirmative action exceptions to seniority in layoff order—are exceptions a matter of administrative discretion, or a means by which unions can protect faculty members (and units) that tend to be the targets of program reorganization and retrenchment?

Financial Exigency

Retrenchment is no longer based on financial exigency; only 15 percent (33) of the faculty contracts in HECAS mention the term.[29] Fewer than 10 of these 33 contracts use any part of the legally significant phrase, "demonstrably bona fide."[30] "Financial exigency" applies to the entire institution in 11 contracts, though the courts generally do not support this interpretation.

The 33 contracts include many interpretations of financial exigency. The crisis may, for example, apply to the financial survival of the institution:

> Financial exigency exists when the financial position of the College demonstrates that a financial crisis is imminent and that failure to retrench would seriously jeopardize the College (Delaware State College).

But what constitutes a threat to financial survival? The Hofstra University (New York) contract includes short-term contingencies: "Financial exigency will be declared when it appears that there will be an inability of the University to meet its financial commitments in any fiscal year." Other definitions address a *potential* threat to or disruption of academic programs due to imminent or an *anticipated* financial difficulty—a definition in line with current presidential language and action—not a danger of bankruptcy.

> "[C]risis" financial exigency shall be defined as follows: That current and projected revenues are so limited that the College can no longer continue to fulfill current and future financial obligations under the contract without disrupting the administration and program integrity of the College. (Cuyahoga Community College, Ohio)

Broad definitions, without provisos or conditions, leave much to administrative discretion. But nearly half the 33 contracts include provisos—conditions surrounding the definition and declaration of the exigency prior to laying off faculty. Most provisos require the administration to provide information to the union and time for the union to develop recommendations.

Some contracts have detailed provisos. The Rhode Island School of Design contract provides for a six-member committee—the RISD president and the association president each select three members—to study the exigency and report to the Board. The contract of Cuyahoga Community College (Ohio) subjects good faith determination of financial exigency "to expedited review under the grievance/arbitration procedure." "During the pendency of such 'crisis' financial exigency," the contract adds, "Article XXXIV, No Strike, No Lockout, shall be suspended."

Hofstra's contract requires administrators to curtail other costs before reducing the size of the faculty:

> Prior to the reduction of faculty because of bona fide financial exigency, the Administration will . . . take steps to attempt to curtail costs in other areas, such as the indirect costs of sustaining nonacademic and academic programs. Also, consideration will be given to the reduction in the number of administrative and support lines and the filling of academic and administrative vacancies with qualified members of the Hofstra faculty (Hofstra University, New York).

The phrases "attempt to" and "consideration will be given" give considerable discretion to the administration, but the contract introduces the concept of tradeoffs among academic and administrative workforces.

The Delaware State College contract contains exemplary language. Declaring a financial exigency mandates a "statement of the amount of money needed to relieve the exigency." A "Financial Exigency Committee"—the president and the Association each appoint five members—then recommends methods of relieving the exigency:

> The Committee shall first investigate ways to relieve the exigency by means of exhausting the possibilities of immediately initiating mechanisms for raising funds or of reallocating current funds. The College and the Association agree that unit members should not bear the brunt of financial exigency alone.

The clause raises the possibility of tradeoff among different workforces. Elsewhere, this contract determines that faculty in a unit will not be laid off until any teaching duties of administrators in the unit are eliminated—a recognition that the distribution of work and cuts makes categories of workers competitive. But administrators may determine the proportion of the cuts to be borne by faculty. A stronger version would substitute "disproportionately" for "alone." Faculty layoffs would be preceded by proportionate reductions in administration—an important provision for the many campuses where administrative positions have grown disproportionate to faculty positions.

Analysts offer three views of financial exigency language for union negotiators to consider. First, some observers argue that financial exigency is a dead issue. Administrators rarely invoke the concept, which in any case is present in only about 15 percent of the faculty contracts. Thus, there is no reason to work to establish or strengthen such clauses in faculty contracts. But, others note, the American Association for Higher Education is developing new definitions of financial exigency to further enhance managerial flexibility.

Second, others argue that strong financial exigency articles are an important obstacle to retrenchment. Managerial associations therefore work to remove such language from contracts by designing new definitions that strengthen the hands of administrators. Union negotiators, these observers suggest, should maintain strong contractual language, when it exists.[31]

Finally, the exemplary contractual language in the Delaware State College contract offers lessons for union negotiators. Presidents often call for program reorganization and faculty retrenchment without declaring exigency, citing existing, imminent, or anticipated budgetary difficulties. Contracts should require these presidents to specify the amount of revenue shortfall. Joint committees should then decide if the financial difficulties are bona fide, and devise alternatives to relieve the problem. Contracts should state that unit members shall not bear a disproportionate share of cuts, or that cuts must work to reverse any pattern of disproportionate growth in administrative relative to faculty positions.

Unions would, under this last approach, negotiate for a stronger role in determining and influencing the college's financial situation and the conditions surrounding attendant cuts and reallocations. At stake is not only individual job security, but the structure of the academic workforce. Faculty contracts must devote attention to collective patterns of reorganization.

Administrative Discretion Clauses

Faculty contracts permit considerable administrative discretion in restructuring the workforce—even detailed "order of layoff" clauses, invoked during retrenchment, often permit administratively determined exemptions. Administrators may attempt to override established retrenchment criteria by invoking the need to maintain the academic integrity of a program or to adhere to affirmative action goals.

Most contracts determine order of layoff by job status. Part-time workers, for example, are laid off before full-time colleagues. Seniority is always the principal—often the only—criterion for layoff among full-time, tenured faculty members. Merit and program needs are often-utilized criteria—not uncommonly before seniority—for other faculty members.

Nineteen faculty contracts in the HECAS database permit administrators latitude if retrenchment threatens the institution's affirmative action policies. Fourteen contracts mention affirmative action in their retrenchment clauses. "The above order and/or application of seniority," states the Columbia Basin College (Washington) exception clause, "may be interrupted in the event that strict adherence would result in a regression in the affirmative action commitments of the District."[32]

Five other contracts relate the two concepts elsewhere—affirmative action clauses, for example.[33]

Some affirmative action clauses may *limit* administrative discretion in restructuring that truncates the programmatic and demographic diversity of the academy and its workforce. The University of Massachusetts, Amherst contract, for example, attempts to assure equity during retrenchment:

> The Employer/University Administration agrees that when the effects of employment practices, regardless of their intent, discriminate against any persons or group of people on the basis of race, color, religion, creed, sex, age, national origin, or mental or physical handicap specific positive and aggressive measures must be taken to redress the effects of past discrimination, to eliminate present and future discrimination, and to ensure equal opportunity in the areas of appointment, reappointment, promotion, transfer, lay-off or termination.

The "regardless of their intent" phrase eases the burden of proof of discrimination. Seeing discrimination as institutionalized in the actions of organizations, not prejudiced employees, the phrase suggests the need to remedy the effects of discrimination on *groups* of faculty, not only individuals.

To be specific: program reorganization and retrenchment, fragmentary data suggest, is more likely to affect education, social work, nursing, humanities, arts, and the social sciences—fields with relatively large representations of women and minority faculty members and students. Contract language should prevent administrations—typically claiming a commitment to diversity—from initiating personnel and programmatic actions that disproportionately target these *programs*. Language similar to the provision in the University of Massachusetts contract could make colleges adhere to their affirmative action plans and public commitments, even if contrary to administrative desires.

Recent workforce restructuring has resulted in an increased proportion of part-time faculty members. Do faculty contracts view part-time employment as a structural issue, and do they give administrators discretion to replace full-time with part-time faculty?

The term "part-time" appears in most faculty contracts in the HECAS database (188) partly because part-time faculty status figures into the order of layoff in retrenchment clauses. Sixty-one of the 114 contracts that address workforce issues pertain only to individual faculty, usually the order of layoff.[34]

Part-time faculty are generally laid off prior to full-time faculty within the layoff unit. But most contracts permit administrators to violate the order of layoff if the remaining full-time faculty cannot fulfill the academic needs of the program. Faculty and staff members are uniformly excluded by retrenchment clauses from decisions—even consultations—on "academic needs," and must react to administrative discretion through the grievance process.

Many contracts permit qualified full-time faculty members to displace part-time colleagues. Such provisions protect the jobs of current full-time faculty, but do not protect the full-time lines or positions. Part-time faculty, for example, may fill vacancies in full-time lines. Some contracts give laid off, full-time faculty members a priority claim to recall rights on recreated or new positions in the layoff unit, and even protect their recall rights if they refuse a part-time position.

But these provisions only protect current or laid off faculty members as individuals. Twelve of the 33 contracts that consider the faculty workforce as a *collectivity* permit extensive administrative discretion—especially the prerogative to determine numbers and proportions of part-time faculty.

> Full-time faculty members shall be given employment preference over part-time faculty members; however, the College reserves the right to determine the number of full and part-time faculty (Baker College, Michigan).

> The district reserves the right to establish the number of full-time and part-time faculty to be employed (Skagit Valley College, Washington).

> The two parties agree that the part-time faculty serve a necessary role and that the educational mission of the College is served by a reasonable proportion of full-time and part-time faculty. In recognition of these factors, the Board agrees that it will maintain a reasonable and educationally sound proportion of full-time and part-time faculty throughout the College and throughout the academic year (Pensacola Junior College, Florida).

Each clause awards the administration sole responsibility for determining the configuration of the faculty workforce.

The remaining 41 contracts restrict administrative discretion over the use of part-time faculty. These contracts may establish "principles to guide the use of part-time appointees" (University of Delaware), or call for studies of the part-time issue:

> Western and the Chapter agree that the relationship of nontenure track and part-time faculty to tenure track faculty in each department and in the University should be reviewed periodically . . . . The purpose of these reviews is to identify problems related to the use of non-unit faculty and to class size in individual departments and across the University and to examine recent trends in departments and in the University (Western Michigan University).

> The University, in consultation with the Association, shall develop a plan to reduce dependence on part-time faculty (Shawnee State University, Illinois).

Restrictive contracts that focus on retrenchment may curtail or prevent the hiring or substituting of part-time employees for full-time bargaining unit members:

> The Board shall not seek the employment of part-time teachers for the purpose of reducing the number of professorial staff, replacing full-time teachers . . . .It is understood that full-time faculty shall not be retrenched and replaced with part-time teachers (Macomb Community College, Michigan).

> The employment of two or more part-time employees which cause the displacement of a full-time employee in the same instructional area is prohibited when the full-time employee is qualified and able to perform the responsibilities assigned the part-time employees and such responsibilities equate to a full-time assignment (Montana Vocational Technical Educators).

> The Board agrees that it shall not terminate or cause loss of benefits to any present full-time members of the bargaining unit solely for the purpose of utilizing part-time or other employees to perform bargaining unit services (Lansing Community College, Michigan).

Phrases such as "for the purpose," "solely for the purpose," or "when the full-time employee is qualified" give managers considerable discretion, but some contracts prohibit the replacement of full- with part-timers:

> If there is to be a reduction in force at the College involving layoff of full-time members . . . the College will, in consultation with the RCCEA and FAMAT, maintain the subsequent annual general fund budget for part-time faculty positions at a level no higher than the increase needed to provide for any negotiated part-time salary increase (Rogue Community College, Oregon).

> The Board shall not use part-time employees to replace full-time members presently employed (Washtenaw Community College, Michigan).

These provisions protect existing faculty, but not full-time faculty lines—lines vacated by retirement, for example. Protecting full-time vacant lines is one way to preserve the workforce configuration:

> Adjunct faculty will not be used in combination with one or more part-time employees as a replacement for a full-time faculty member who vacates a bargaining unit position (Lakeland Faculty Association, Ohio).

Some contracts lock the college into particular ratios of full to part-time faculty, thereby shaping the future academic workforce. These contracts may address workforce (faculty numbers) or workload (credit hours or courses) and vary in specificity and the permitted level of administrative discretion.[35]

Contract negotiators should address the future configuration of the academic workforce, without ignoring conditions affecting individual faculty. Shaping that configuration requires language about the ratio of full and part-time faculty numbers, salaries, and credit hour responsibilities. Associations should have a contractual role in overseeing ratios and correcting violations.

TECHNOLOGY AND THE FUTURE OF THE ACADEMIC WORKFORCE

Most collective bargaining agreements now recognize that increased use of instructional and administrative technology will affect academic workforce, structure, and organization. Contracts in the HECAS database, especially contracts governing two-year colleges, often include clauses on intellectual property rights, both patents and copyrights. The *1995 NEA Almanac of Higher Education* emphasized the legal rights of employees.[36] This section reviews contract language governing distance learning.

The Oryx Guide to Distance Learning lists almost 300 institutions offering over 1,500 media-assisted courses for academic credit. Offsite learning is not new—colleges have offered correspondence courses for a century. But the use of new technologies focuses renewed attention on the practice.[37] The most common delivery system is via television, either broadcast or cable. Television is followed by course materials presented on a videocassette and by audiocassette—popular for language and music courses. Interactive video, computer conferences, computer tutorials, and satellite networks are less widely used media that will gain in popularity as they become more available and affordable.[38]

This is only the beginning. "It is vital," argues Samuel H. Smith, president of Washington State University, "that university and college students, faculty and staff, have full access to information resources no matter their geographic location." "Many higher education institutions were sited in relatively isolated communities by 19th Century considerations," adds Smith, "and now need access to telecommunications in order to fulfill 21st Century missions across the states they serve."[39]

The HECAS database includes 160 contracts that discuss the relationship between distance learning or telecourses and workload, compensation, evaluation, training, property rights, or student contact.[40] Several contracts encourage faculty members to improve their knowledge of technology. Edmonds Community College (Washington), for example, awards "Professional Improvement Credits" when "changing concepts or technology have rendered earlier training obsolete."

Some contracts list mastery of educational technology as a faculty responsibility. Duties of faculty members at Olympic College (Washington) include: "To assist students in the learning process by using . . . educational technologies available to enhance the teaching process." A Kirkwood Community College (Iowa) faculty member should "Investigate and initiate where feasible, new learning strategies that reflect current technology and methods." Chipola Junior College (Florida) faculty members can demonstrate professional growth by incorporating "experimental, imaginative and innovative techniques" including new technology, in an effort to improve teaching effectiveness.[41]

Other contracts provide funding for faculty to use new technology. Western Michigan University has a Faculty Research and Creative Activities Support Fund, which has awards for "inventive technology." The Rhode Island School of Design provides funding of $10,000 per year to be "used for educating faculty members and librarians in the use of new technology in their disciplines." Chaffey Community College (California) provides for in-service training leaves to keep up with "changing technology in the teaching field." Southern Oregon State College has a provision that allows the school and departmental level to make decisions about "new ways of using technology for instructional and scholarly purposes." The contract permits departments to purchase equipment, software, and instructional materials.

The HECAS database shows that contract language on technology issues is in the formative stages.[42] Some parties utilize labor-management committees to study the issue and agree to bargain in a successor agreement. Belleville Area Community College (Illinois) provides for a Telecommunications Committee that includes five union-appointed faculty members and five administrators. The committee "is to research and explore the development of telecommunications such as video tapes and disks, television broadcasting, fiber optics and other modes of electronic image and/or information transfer as they relate to instructional and educational uses." The committee shall also "specifically investigate matters of instructors' rights and the academic quality of such methods of instruction." The committee report will guide contract negotiations.

The Schoolcraft College (Michigan) contract sets forth "experimental conditions" for television classes. The Kirtland Community College (Michigan) contract provides that "Telecourses and interactive television courses (ITV) will be treated as regular classes; however, as the college has more experience with offering telecourses and ITV courses, the negotiation teams will reconvene to develop language to address this topic." The Los Angeles Community College contract establishes a "joint labor-management committee which shall study the contractual issues involved in nontraditional modes of instruction such as, but not limited to ITV (interactive video) and distance learning."

Definitions

The Belleville Area Community College (Illinois) contract defines a telecourse as:

> An alternate method of instruction in which the student does most of the academic work off campus. Telecourses combine professionally televised and/or video taped lessons with related textbook readings and assignments. Students are required to complete assignments and mail them to the college. On-campus examinations are also required. Depending upon the course, additional on-campus activities may be required by the individual instructor. Students have contact with their assigned course mentor who is a college faculty member. Contact may be made by telephone, personal visits, or examinations.

The contract for Western Michigan University states: "Electronically-purveyed instruction is defined as a course in which instruction occurs by live television, by cable or direct signal, 'coded transmission' by telephone lines, fiber optic lines, and/or exists on video tapes, film laser disk in direct or interactive forms." "The telecommunications education system," states the Gogebic Community College (Michigan) contract, "is an electronic educational network designed to provide an alternative means of instructional delivery to provide education resources to students in a cost effective and efficient manner."

Workload and Compensation

Most contracts do not force faculty members to teach telecourses, nor do the courses fill a regular load. "Nontraditional teaching modes," states the contract for John A. Logan College (Illinois), "include classes offered by telecourses."

> Such assignments are limited to two courses per semester and are not included in the forty (40) equated hour maximum load per year computation. Participation in the program will be at the *complete option of the instructor.*[43]

Many contracts do not recognize telecourses as part of the regular, for-credit curriculum. Some contracts limit telecourses to noncredit classes out of the mainstream curriculum; others leave curricular decisions to faculty discretion. "No credit-bearing courses taught by nontraditional methods (television, computer-aided instruction, video tape lecture, or any other electronic or other media)," states the Jackson Community College (Michigan) contract, "will be offered without the approval of the department members involved in teaching in that subject area in consultation with the Department Chairperson."

Faculty contracts differ on telecourse compensation and class size. The pay rate is often the overload rate or part-time pay rate, both lower than the standard full-time rate.[44] Contracts are widely inconsistent when specifying telecourse class size.[45]

The Western Michigan University contract allows faculty members up to a year to prepare for a new telecourse. Faculty members work with Media Services to adapt lesson plans to telecourse format, to become familiar with equipment, to learn "television presentational techniques," and to "develop study guides, teaching aids and other course materials." The Spoon River College (Illinois) contract states: "The College will develop or adopt a formal training program, which will include an evaluation component, to prepare selected faculty to become competent in offering instruction in a telecommunications mode." Faculty members, the contract adds, may enroll "in other institutions to obtain additional knowledge or training in telecommunications." Highland Community College (Michigan) permits a class load reduction of one or more classes to "prepare, edit, and teach a televised course." The Cuyahoga Community College (Ohio) contract states:

> Faculty members who are chosen by appropriate administrators to prepare a particular course which requires unusual lead time for preparation will be assured of receiving the assignment for which they prepared (assuming the class is actually offered) . . . . Additionally, faculty members developing new television courses will be guaranteed the opportunity to teach the new course for the first two summers. After that time, any faculty member may request to teach it.

Some contracts address contact with students. Faculty members, provides the County College of Morris (New Jersey) contract, agree to "make themselves available by other appropriate means, at times other than the stated office hours, to telecourse students who have difficulty contracting their instructor." The Schoolcraft Community College (Michigan) contract requires faculty members to "communicate with the students by telephone or mail at least twice monthly (costs shall be borne by the college)," and schedule a minimum of three review sessions during the semester.

Some contracts provide incentives for faculty involvement in distance learning, but unions must negotiate more favorable workload provisions and pay rates if colleges and universities want to incorporate telecourses into the regular course load.

CONCLUSION

Contract language—traditionally the legalistic articulation of the positions of two parties—often expresses a negotiated agreement that satisfies neither party. Contracts must become living documents at colleges and universities that contemplate restructuring. A recent study notes the changes occurring in the corporate workplace:

> [A]n added dimension to the union-management relationship is taking form—and, indeed, has been for more than two decades. This is the system of employee involvement typified not by the adversarial struggle between labor and management but by a commitment to building a partnership or accord that can provide for employment security and enhanced job satisfaction while rebuilding the economic competitiveness of American enterprise.[46]

For "employee involvement" substitute "shared governance." For "rebuilding" read "restructuring." For "American enterprise" substitute "American higher education."

Management, our analysis shows, has ample contract language to *force* restructuring: management rights, retrenchment, reorganization, control of the workforce, and introduction of technology. Unions have some rights in notice and statements of principle, and retain strong grievance rights. But successful, credible restructuring requires the parties to believe in the equal acceptance and validity of their participation, advice, and contributions. Management must therefore emulate the example of Eastern Washington University by suspending or giving up management rights clauses.

Timing is important. Faculty and staff buy-in requires allaying suspicion that events are set; that participation is futile or a sham. Trust and discussion, not charisma, lead to common understanding and a shared vision—presidents cannot come down from the mountain with stone tablets.

Administrators, who have too often cried "wolf," must learn to share information freely. Disclosing budgetary or enrollment statistics only when required by contract does not create trust. But faculty and staff members, in turn, must accept the possibility that worsening financial health will lead to changes in academic structures and work. Instructional technology, for example, will affect faculty workload, compensation, and pedagogical techniques and will provide access to new student populations. Faculty members and administrators must agree *now* on how to introduce that technology and how to compensate faculty members for its use.[47]

Faculty members must also respond to the criticism that governance mechanisms are too slow and inflexible to meet the challenges of change.

Administrators may be expressing a genuine, deep-felt need for flexibility, but faculty and staff must insist upon proactive negotiations in nontraditional areas. The faculty governance articles in current contracts may be utilized to develop a strategic governance mechanism.[48] Restructuring suits the skills of faculty and staff; it is not the peculiar province of administration.

Administration and employees should sacrifice and benefit equally. Administration *can* retrench employees, reorganize programs, or restructure the institution. Whether it *should* undertake unilateral action is a different matter. A reduction in the number of administrators—a growth area in the last decade—that matches the decline in faculty ranks might signify administrative seriousness about restructuring. If bargaining for change becomes distributive, and is seen as *forcing* rather than *fostering*, the campus will become deeply divided between haves and have nots. Divided institutions will not remain competitive in the 21st century.

NOTES

[1] Jensen and Mahon, 1993.

[2] El-Khawas, 1994, 11.

[3] Gumport, 1993.

[4] Slaughter, 1990; Slaughter, 1993; Slaughter and Rhoades, 1995.

[5] Commission on the Future of Worker-Management Relations, 12.

[6] Schuster *et al.*, 1994, 4.

[7] *Ibid.*, 1994, 6-7.

[8] *Ibid.*, 1994, 26-27.

[9] *Ibid.*, 1994, *passim*,.

[10] Walton, *et al.*, 1994.

[11] *Ibid.*, 1994, 10.

[12] *Ibid.*, 1994, 60.

[13] Contracts referenced in this chapter are contained in NEA's Higher Education Contract Analysis System (HECAS), a contract data base containing 316 current higher education contracts, covering approximately 80 percent of higher education faculty and staff in collective bargaining units.

[14] Walton *et al.*, 1994, *passim*.

[15] "Upon request, the Board agrees to furnish to the Association information necessary for its functioning as the exclusive representative of the faculty in bargaining and contract administration. Such information shall pertain to wages, hours, and conditions of employment." (Clackamas Community College, Oregon)

[16] "Since the Board and the Association recognize the importance of communications and faculty participation in maintaining good working relationship, they agree to meet not more than monthly, for the purpose of discussing contract administration." (Clackamas Community College, Oregon, AP) "One (1) representative of the Union shall meet with representatives of the employer semi-annually at mutually agreed upon times for up to one and one-half (1/2) hours to discuss matters of mutual concern relating to interpretation, application, or administration of this Agreement or other areas of interest as mutually agreed upon in advance." (Sangamon State University, Illinois) See also contracts for State University of New York, University of Cincinnati, Ohio, ESP; and Western Montana College.

[17] "The parties recognize the escalating cost of group health insurance is a matter of mutual concern. Toward that end, the parties agree to establish a labor-management committee on Health Care Cost Containment. A report of the Committee's finds shall be filed with the Secretary of Administration and Finance." (Massachusetts Regional Community Colleges); "The Faculty Association agrees to take part in a county-wide labor-management committee to review the current health insurance protection plan and to reopen the contract on this issue if all of the other County bargaining units agree to also." (Broome Community College, New York) Other clauses provide for discussion of benefits and conditions not otherwise covered (Western Montana Col-

lege); "contractual issues involved in nontraditional modes of instruction." (Los Angeles Community College System), and faculty service areas (Feather River Community College, California)

[18] "The employees and management recognize a joint responsibility in the communication process." (Clackamas Community College, Oregon, AP)

[19] Contrast this provision with the management rights clause in the same contract, cited above.

[20] Emphasis added.

[21] "13.1 By virtue of its professional preparation and its central concern with learning, teaching and scholarship, the faculty will exercise primary responsibility in academic matters . . . 13.3 The employer/ University Administration shall maintain and utilize appropriate mechanisms consistent with current practices for eliciting advice from the faculty on academic matters and may charge appropriate faculty groups and individuals with academic responsibilities consistent with the terms and provisions of this Agreement . . . " The contract for the University of Massachusetts provides for similar consultation.

[22] "19.4 To better meet its educational goals, Delaware State College is committed to furthering joint planning and effort by the Board of Trustees, the Administration, the Faculty, the Students, as well as other segments of society. It is recognized that the interests of all are coordinate and related and that the broadest possible exchange of information and opinion is necessary for the effective planning and implementation of the College's educational objectives . . . .The faculty has primary responsibility for reviewing, discussing, and making policy recommendations in such areas as curriculum, standards, research, faculty status . . . The power of review or final decision in these areas is lodged in the Board of Trustees or delegated by it to the President . . . "

[23] Emphasis added.

[24] Rhoades, 1993. See, for example, contracts for the University of Hawaii or the New Jersey State College system.

[25] Rhoades, 1993, 1995; Slaughter, 1993.

[26] NCES, 1993, Slaughter, 1993.

[27] Montgomery and Lewis, 1995.

[28] Rhoades, 1993.

[29] Forty-three percent of a sample of 42 contracts negotiated in the 1980s noted the use of the term. About half of those contracts are in the HECAS system. Of the nine contracts in both data sets that mentioned financial exigency in a 1980s contract, two dropped that terminology in the 1990s contracts. Only two contracts in HECAS cite financial exigency as the sole rationale for retrenchment (Rhoades, 1993).

[30] *Demonstrably* requires that management clearly show that financial exigency exists; *bona fide* requires management act to in good faith. The entire phrase was used in four cases; "bona fide" was used in three cases, and "demonstrably" was used in one case. (Rhoades, 1993).

[31] Rhoades, 1993.

[32] The clause appears in the retrenchment article.

[33] Three community college contracts include general clauses, and two contracts mention affirmative action only in the layoff of nontenured faculty.

[34] The remaining contracts define "part-time," list salaries, discuss hiring conditions and perquisites, or consist of other miscellaneous passing references to part-timers.

[35] Northwest Technical College (Ohio): "The Board may employ part-time employees providing that the total part-time working any [sic] department, division, or other administrative unit is less than that of a full-time employee other than in phase-out or start-up programs. When said part-time work is equal to or exceeds the work load of a full-time employee in one year, the Board will give priority to hiring a full-time employee as a member of the bargaining unit in the subsequent year, pending a sufficiency of funds."

Saginaw Valley State University (Michigan): "The part-time faculty to full-time faculty ratio based on credit hours taught will not exceed a 1:4 ratio on an annual basis . . . .Whenever the part-time to full-time ratio in a department exceeds 1:3, the department, the dean, and the Vice President for Academic Affairs will meet to address the excessive reliance upon part-time faculty and to design a plan to rectify this excessive reliance."

See also contracts of Clackamas Community College (Oregon), Mt. Hood Community College (Oregon), Massachusetts State College System, and the Pennsylvania State System of Higher Education.

[36] See Maitland, Hendrickson, and Rhoades, 1995, 54-58.

[37] Presentation in Washington, D.C. to the National Information Infrastructure Advisory Council, June 13, 1995. Smith chairs the Commission on Information Technologies of the National Association of State Universities and Land Grant Colleges.

[38] For a comprehensive discussion of information technlogy issues, see NEA, 1995.

[39] Burgess, 1994.

[40] The contracts for Jefferson Technical College (Ohio), Michael J. Owens Technical College (Ohio), and Thaddeus Stevens State School of Technology (Pennsylvania) place decisions about the "utilization of technology" in the management rights article. The contracts for Treasure Valley Community

College (Oregon), Linn-Benton Community College (Oregon), and Rogue Community College (Oregon) include technological change as a reason for retrenchment. Other contracts, including the contracts for Spoon River College (Illinois) and Gogebic Community College (Michigan) prohibit layoffs because of the utilization of technology.

[41] The Monroe Community College (New York) contract contains similar language.

[42] See Maitland, Hendrickson, and Rhoades, 1995.

[43] Emphasis added.

[44] Television courses are paid at the overload rate at Belleville Community College (Illinois), Clark College (Washington), Glendale Community College (California), Jackson Community College (Michigan), North Iowa Community College, Oakland Community College (Michigan), Salem Community College (New Jersey), and Western Michigan University. But pay is at the standard rate if the telecourse is part of a faculty member's regular load.

[45] Kirtland Community College (Michigan) limits telecourse classes to 27 students, Saginaw Valley State University (Michigan) to 29 students; Belleville Area Community College (Illinois) to 75 students per section. But the Los Angeles Community College System has an 80-student minimum and a 240-student maximum. Salem Community College (New Jersey) has a minimum class size of 43 students with additional compensation for more than 50 students, and Atlantic Community College (New Jersey) has a maximum size of 35 students with extra pay for more students.

[46] Bluestone and Bluestone, 144.

[47] NEA, 1995.

[48] Schuster, *et al; passim.*

REFERENCES

Bluestone, B., and Bluestone, I., *Negotiating the Future: A Labor Perspective on American Business* (New York: Basic Books, 1992).

Burgess, W.E., *The Oryx Guide to Distance Learning* (Phoenix, Ariz.: Oryx Press, 1994).

Commission on the Future of Worker-Management Relations, *Report and Recommendations* (Washington, D.C.: U.S. Department of Labor: 1994).

El-Khawas, E., *Campus Trends: 1994* (Washington, D.C.: American Council on Education, 1994).

Gumport, P., "The Contested Terrain of Academic Program Reduction," *Journal of Higher Education* 64 (3) (1993), 283-311.

Jensen, J. and Mahon, R., eds., *The Challenge of Restructuring: North American Labor Movements Respond* (Philadelphia, Pa.: Temple University Press, 1993).

Montgomery, D.C. and Lewis, G.L., "Administrative Staff: Salaries and Issues," in *The NEA 1995 Almanac of Higher Education* (Washington, D.C.: National Education Association, 1995).

Maitland, C., Hendrickson, R, and Rhoades, G., "Bargaining: Restructuring and Labor," in *The NEA 1995 Almanac of Higher Education* (Washington, D.C.: National Education Association, 1995).

National Center for Educational Statistics, *Digest of Education Statistics* (Washington, D.C.: U.S. Government Printing Office, 1993).

National Education Association, *Information Technology: A Road to the Future? (Academic Justice and Excellence Series)* (Washington, D.C.: National Education Association, 1995).

Rhoades, G., "Rethinking Restructuring in Universities," *Journal for Higher Education Management* 10 (2) (1995), 17-31.

____, "Retrenchment Clauses in Faculty Union Contracts: Faculty Rights and Administrative Discretion," *Journal of Higher Education* 64 (3) (1993), 312-47.

Schuster, J.H., Smith, D.G., Corak, K.A., and Yamada, M.M., *Strategic Governance: How to Make Big Decisions Better* (Phoenix, Ariz.: American Council on Education-Oryx Press, 1994).

Slaughter, S., "Retrenchment in the 1980s: The Politics of Gender," *Journal of Higher Education* 64 (3) (1993), 250-82.

____, *The Higher Learning and High Technology: Dynamics of Higher Education Policy Formation* (Albany, N.Y.: SUNY Press, 1990).

Slaughter, S., and Rhoades, G., "The Emergence of a Competitiveness Research and Development Policy Coalition and the Commercialization of Academic Science and Technology," *IHELG Monograph 93-10* (Houston, Texas: Institute for Higher Education Law and Governance, University of Houston, 1995).

Volk, C., *Assessing Competing Models of Resource Allocation at a Public Research I University Through Multivariate Analysis of State Financing* (Ph.D. diss., University of Arizona, 1995).

Walton, R.E., Cutcher-Gershenfeld, J.E., and McKersie, R.B., *Strategic Negotiations: A Theory of Change in Labor-Management Relations* (Boston, Mass.: Harvard Business School Press, 1994).

APPENDIX 1

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions. Information has been supplemented by NEA staff.

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	81	85	2	1
Adirondack Comm. College/Clerical, NY	68	...	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	57	65	2	1
Atlantic Comm. College, NJ	80	68	2	1
Atlantic Comm. College/Admin., NJ	25	...	2	1
Atlantic Comm. College/Support, NJ	145	...	2	1
Baker College of Flint, MI	44	78	2/4	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	45	73	2	1
Beaver County, Comm. College of, PA	60	73	2	1
Beaver County, Comm. College of, Clerical, PA	55	...	2	1
Bellevue Comm. College, WA	482	72	2	1
Bellingham Tech. College, WA	45	...	2	1
Bergen Comm. College, NJ	276	68	2	1
Bergen Comm. College/Admin., NJ	8	...	2	1
Bergen Comm. College/AP, NJ	35	...	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk College Quad Campus, IL	10	92	2	...
Black Hawk Tech. College/Support, WI	55	...	2	1
Blue Mountain Comm. College, OR	77	75	2	1
Brevard Comm. College, FL	235	81	2	4
Brookdale Comm. College, NJ	206	71	2	1
Brookdale Comm. College/Admin., NJ	120	...	2	1
Brookdale Comm. College/Support, NJ	364	...	2	1
Broome Comm. College, NY	397	79	2	1
Broome Comm. College/Clerical, NY	78	...	2	1
Broome Comm. College/Maintenance, NY	43	...	2	1
Broward Comm. College, FL	330	83	2	4
Burlington County College, NJ	80	70	2	1
Burlington County College/Support, NJ	129	...	2	1
Butler County Comm. College, KS	112	71	2	1
Butler County Comm. College, PA	137	92	2	1
Butler County Comm. College/Clerical, PA	38	...	2	1
Butte College, CA	175	78	2	1
California State University System, CA	18,400	82	4	22
Camden County College, NJ	113	80	2	1
Camden County College/Admin., NJ	115	...	2	1
Carl Sandburg College, IL	59	75	2	2
Cayuga County Comm. College, NY	72	78	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Central Comm. College, NE	132	85	2	3
Central Michigan University, MI	628	77	4	1
Central Michigan University/Tech., MI	135	3	4	1
Chaffey Comm. College, CA	525	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	320	84	2	1
Chipola Junior College, FL	70	76	2	1
Chipola Junior College/Support, FL	65	95	2	1
Chippewa Valley Tech. College, WI	210	85	2	4
Citrus College, CA	359	76	2	1
Clackamas Comm. College, OR	152	75	2	3
Clackamas Comm. College/Adjunct, OR	368	86	2	3
Clackamas Comm. College/Staff, OR	134	83	2	1
Clark College, WA	490	74	2	1
Clatsop Comm. College, OR	40	75	2	1
Clatsop Comm. College/Support, OR	134	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	48	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,232	79	2	3
Colby Community College, KS	151	88	2	1
College of the Sequioas, CA	145	76	2	1
Columbia Basin Comm. College, WA	27	72	2	2
Columbia Greene Comm. College, NY	49	79	2	1
County College of Morris, NJ	192	75	2	1
County College of Morris/Support, NJ	180	...	2	1
Cowley County Comm. College, KS	42	69	2	1
Cumberland County College, NJ	48	68	2	1
Cumberland County College/Support, NJ	32	...	2	1
Cumberland County College/Tech., NJ	23	...	2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	65	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	270	76	2	5
Des Moines Area Comm. College/Support, IA	179	...	2	1
Desert Comm. College, CA	122	88	2	1
Detroit College of Business, MI	30	73	4	1
Detroit/Mercy, University of, MI	230	75	4	1
Detroit/Mercy, University of/Clerical, MI	90	...	4	1
District of Columbia, University of, DC	430	75	4	2
Dodge City Comm. College, KS	55	91	2	1
DuPage, College of, IL	330	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College/Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, IA	148	75	2	3
Eastern Washington State				
Edison State College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	...	2	1
Endicott College, MA	37	73	4	1
Erie Comm. College, NY	468	78	2	3

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Essex County College, NJ	151	68	2	2
Essex County College/Admin., NJ	55	...	2	1
Essex County College/Security, NJ	32	93	2	1
Essex County College/Support, NJ	200	...	2	1
Ferris State University, MI	532	73	4	1
Ferris State University/Admin., MI	16	...	4	1
Ferris State University/Clerical, MI	240	...	4	1
Finger Lakes, Comm. College of the, NY	171	78	2	1
Flathead Valley Comm College, MT	44	79	2	2
Florida State Univ. System, FL	7,695	76	4	10
Florida State Univ. System/Grad. Ass'ts, FL	4,134	82	4	2
Fox Valley Tech. College, WI	270	68	2	2
Fox Valley Tech. College/Clerical, WI	210	...	2	2
Fulton-Montgomery Comm. College, NY	81	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY	31	...	2	1
Garden City Comm. College, KS	70	71	2	1
Gateway Technical College, WI	271	82	2	4
Gateway Technical College/AP, WI	85	...	2	4
Gavilan Comm. College, CA	77	77	2	1
Genessee Comm. College, NY	147	78	2	1
Geneva College/Maint., PA	45	...	4	1
Glen Oaks Comm. College, MI	31	68	2	1
Glen Oaks Comm. College/Clerical, MI	21	...	2	1
Gogebic Comm. College, MI	47	65	2	1
Gogebic Comm. College/Clerical, MI	17	...	2	1
Grand Valley State/Clerical, MI	185	...	4	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	328	79	2	1
Hawaii, University of, HI	3,421	74	2/4	10
Hawkeye Inst. of Tech., IA	118	80	2	1
Hawkeye Inst. of Tech./Custodial, IA	45	...	2	1
Highline Comm. College, WA	369	65	2	1
Hillsborough Comm. College, FL	256	83	2	4
Hocking Technical College, OH	51	86	2	1
Hocking Technical College/Clerical, OH	60	...	2	1
Hudson County Comm. College, NJ	45	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hutchinson Comm. College, KS	72	...	2	1
Illinois Eastern Comm. Colleges, IL	94	85	2	4
Imperial Valley College, CA	304	81	2	1
Independence Comm. College, KS	33	70	2	1
Iowa Central Comm. College, IA	92	75	2	1
Iowa Lakes Comm. College, IA	83	75	2	2
Iowa Western Comm. College, IA	108	75	2	2
Jackson Comm. College, MI	108	65	2	4

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Jackson Comm. College/Clerical, MI	66	...	2	1
Jamestown Comm. College/Clerical, NY	90	...	2	2
Jefferson Comm. College, NY	100	75	2	1
Jefferson Tech. College, OH	43	85	2	1
Jefferson Tech. College/Clerical, OH	47	...	2	1
John A. Logan College, IL	85	72	2	1
Johnson County Comm. College, KS	293	80	2	1
Kansas City Kansas Comm. College, KS	136	71	2	1
Kaskaskia Comm. College, IL	27	84	2	1
Kaskaskia Comm. College/Staff, IL	60	...	2	1
Keene State College, NH	161	77	4	1
Kellogg Comm. College, MI	104	68	2	1
Kellogg Comm. College/Clerical/AP, MI	52	...	2	1
Kellogg Comm. College/Maint., MI	24	...	2	1
Kendall College of Art and Design, MI	72	74	4	1
Kern Comm. College, CA	896	77	2	3
Kirkwood Comm. College, IA	200	75	2	2
Labette Comm. College, KS	40	70	2	2
Laboure College, MA	22	75	2	1
Lackawanna Jr. College, PA	26	79	2	1
Lake Superior State University, MI	118	78	4	1
Lake Superior State University/ESP, MI	112	85	4	1
Lakeland Comm. College, OH	122	78	2	1
Lakeshore Tech. College, WI	110	68	2	1
Lane Comm. College, OR	282	74	2	1
Lane Comm. College/Support, OR	366	...	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lansing Comm. College/Clerical, MI	100	...	2	1
Lehigh County Comm. College, PA	81	70	2	1
Lehigh County Comm. College/Support, PA	36	...	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	299	78	2	2
Part-time unit	600	90	2	2
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	109	71	2	1
Maine Technical College System, ME	304	...	2	7
Maine Technical College Sys./Admin., ME	52	...	2	6
Maine, University of-System, ME	1,250	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,700	76	2	15
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	15
Massachusetts State Colleges, MA	1,535	77	4	9
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, Lowell, MA	509	76	4	1
Massachusetts, University of, MA	1,800	76	4	4

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Massachusetts, University of/ESP, MA	1,293	80	4	2
McHenry County College, IL	73	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	97	84	4	35
Mendocino College/Adjunct, CA	9	94	2	1
Merced College, CA	490	76	2	1
Mercer County Comm. College, NJ	121	70	2	1
Metropolitan Comm. College, NE	159	74	2	4
Michigan State University/AP, MI	780	85	4	1
Mid-Michigan Comm. College, MI	38	68	2	2
Mid-Michigan Comm. College/Clerical, MI	42	7	2	2
Mid-Plains Comm. College Area, NE	85	76	2	2
Mid-State Tech. College, WI	90	70	2	3
Mid-State Tech. Inst./Custodial, WI	12	...	2	3
Minnesota Comm. College System, MN	2,200	72	2	20
Minnesota Tech. Colleges, MN	2,400	95	2	34
Minnesota, Univ. of, Duluth, MN	325	...	4	1
Mitchell Voc. Tech./Support, SD	13	...	2	1
Monroe County Comm. College, MI	61	73	2	1
Monroe County Comm. College/Custodial, MI	17	93	2	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, MI	26	68	2	1
Monterey Peninsula Comm. College, CA	307	76	2	1
Moraine Park Tech. Coll./Support, WI	100	...	2	1
Mott Comm. College, MI	415	66	2	3
Mott Comm. College/Prof./Tech., MI	100	...	2	1
Mount Hood Comm. College, OR	160	80	2	1
Mount Hood Comm. College/Adjunct, OR	400	82	2	1
Mount San Antonio College, CA	696	76	2	1
Mount San Jacinto College, CA	63	76	2	2
Muskegon Comm. College, MI	98	65	2	1
Muskegon Comm. College/Clerical, MI	43	...	2	1
Napa Valley College, CA	266	77	2	1
National College of Business, SD	40	76	4	1
Nebraska-Kearney, University of, NE	318	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Nebraska State Colleges/Prof., NE	70	94	4	3
Niagara County Comm. College, NY	225	78	2	1
Niagara County Comm. College/Clerical, NY	120	...	2	1
Nicolet Area Tech. College/Clerical/Maint., WI	40	...	2	1
North Central Michigan College, MI	30	80	2	1
North Central Tech. College, WI	138	69	2	2
North Central Tech. College/Tech., WI	40	...	2	2
North Country Comm. College, NY	65	78	2	3
North Orange County Comm. College, CA	515	79	2	2
Northeast Iowa Comm. College/Area I, IA	143	75	2	2
Northeast Iowa Comm. College/Area IV, IA	32	75	2	1
Northeast Comm. Colleges, NE	90	90	2	1
Northeast Wisconsin Tech. College, WI	215	72	2	3
Northeast Wisconsin Tech. College/Clerical, WI	100	...	2	3
Northeast Wisconsin Tech. College/Tech., WI	50	...	2	3

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Northern Iowa, University of, IA	680	91	4	1
Northern Mich. University/Tech. & Appl. Sci., MI	23	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	46	75	2	1
Northwest State CC/ESP, OH	20	86	2	1
Oakland Comm. College, MI	291	71	2	5
Oakton Comm. College, IL	151	86	2	1
Oakton Comm. College/Part-time, IL	118	85	2	1
Ocean County College, NJ	128	68	2	1
Ocean County College/Support, NJ	148	...	2	1
Ocean County College/Admin.-Primary, NJ	33	93	2	1
Ocean County College/Admin.-Supervisory, NJ	19	93	2	1
Olympic College, WA	401	64	2	1
Orange County Comm. College, NY	203	78	2	2
Palm Beach Comm. College, FL	200	75	2	4
Palo Verde Comm. College, CA	57	80	2	1
Pasadena City College, CA	348	79	2	1
Passaic County Comm. College, NJ	62	72	2	1
Passaic County Comm. College/Admin., NJ	54	93	2	1
Passaic County Comm. College/Support, NJ	76	...	2	1
Peirce Junior College, PA	22	92	2	1
Peninsula College, WA	121	67	2	1
Pennsylvania College of Technology, PA	218	71	2/4	2
Pensacola Jr. College, FL	232	85	2	3
Pima Comm. College, AZ	287	78	2	5
Pittsburg State Univ., KS	218	74	4	1
Pratt Comm. College, KS	34	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	509	77	2	2
Raritan Valley Comm. College/Admin., NJ	45	...	2	1
Rhode Island, Comm. College of, RI	320	72	2	3
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island, Comm. College of/Clerical, RI	189	...	2	2
Rhode Island School of Design, RI	114	78	4	1
Rhode Island School of Design/Adjunct, RI	80	80	4	1
Rhode Island, University of/Physicians, RI	4	79	4	1
Rhode Island, University of/Prof., RI	241	...	4	1
Rhode Island, University of/Clerical, RI	488	...	4	1
Rio Hondo Comm. College, CA	660	79	2	1
Riverside Comm. College, CA	785	78	2	3
Robert Morris College/Custodial, PA	65	...	4	1
Roger Williams College, RI	243	72	4	2
Roger Williams College/Clerical, RI	59	...	4	1
Roger Williams College/Custodial, RI	34	...	4	1
Rogue Comm. College, OR	65	75	2	1
Saddleback Comm. College, CA	984	76	2	2
Saginaw Valley State University, MI	180	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Saginaw Valley State University/Clerical, MI	140	...	4	1
St. Bernard Parish Comm. College, LA	30	...	2	1
St. Clair County Comm. College, MI	97	68	2	1
St. Clair County Comm. College/Clerical, MI	55	...	2	1
Saint Leo College, FL	56	79	4	1
St. Louis Comm. College, MO	435	77	2	3
Salem Comm. College, NJ	35	75	2	1
Salem Comm. College/Support, NJ	14	...	2	1
San Bernadino Comm. College, CA	643	84	2	2
San Joaquin Delta College, CA	633	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College/Dist. 6, CA	260	77	2	1
Sauk Valley College, IL	60	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	420	72	2	1
Schoolcraft College/Clerical, MI	50	...	2	1
Schoolcraft College/Maintenance, MI	39	...	2	1
Shasta College, CA	394	76	2	1
Shawnee Comm. College, IL	42	84	2	1
Shawnee State University, OH	118	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	502	77	2	1
Skagit Valley College, WA	379	65	2	2
Solano Comm. College, CA	384	76	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,168	77	4	6
Southeast Comm College/Prof, NE	70	94	4	3
Southeastern Comm. College, IA	89	87	2	2
Southeastern Comm. College/Prof., IA	70	94	4	3
Southeastern Comm. College/Prof. Adm., IA	55	91	2	3
Southeastern Illinois College, IL	67	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10	...	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	40	85	2	3
Southwestern Comm. College, CA	214	77	2	2
Southwestern Comm. College, IA	44	75	2	2
Southwestern Tech. College, MN	140	85	2	4
Spokane, Comm. Colleges of, WA	453	70	2	2
Spoon River College, IL	35	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY	111	...	2	2
Suomi College/Support, MI	31	...	2	1
Taft College, CA	54	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	39	72	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55	80	2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67	...	2	4
Union County College/Clerical, NJ	90	...	2	4
Union County College/Maintenance, NJ	39	...	2	4
Union County College/Support, NJ	18	...	2	4
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	255	68	2	3
Warren County Comm. College, NJ	12	92	2	1
Washtenaw Comm. College, MI	174	66	2	1
Waukesha County Tech. College, WI	210	67	2	3
Waukesha County Tech. College/Support, WI	175	...	2	3
Wenatchee Valley College, WA	65	65	2	2
West Hills Comm. College, CA	50	77	2	1
Westmoreland County Comm. College, PA	105	72	2	1
Westmoreland County Comm. Coll./Support, PA	12	...	2	1
West Shore Comm. College, MI	28	84	2	1
West Shore Comm. College/Clerical, MI	33	...	2	1
Western Iowa, Tech. Comm. College, IA	88	76	2	1
Western Nebraska Comm. College, NE	70	76	2	2
William R. Harper Comm. College/Custodial, IL	85	...	2	1
William R. Harper Comm. College/Part-time IL	400	94	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State University, OH	424	72	4	1
Youngstown State University/AS, OH	440	85	4	1
Youngstown State University/AP, OH	100	86	4	1

NOTES:

1. *Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP = Academic Professional unit. AS = Administrative staff unit.*
2. *This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.*
3. *While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information, and the listing will be corrected.*

STATE POLICY AND BUDGET DEVELOPMENTS

by William Zumeta and John Fawcett-Long

William Zumeta *is associate professor in the Graduate School of Public Affairs and adjunct associate professor in the College of Education at the University of Washington. He has also taught at UCLA, the University of British Columbia, and the Claremont Graduate School. Zumeta, the author of* **Extending the Educational Ladder** *(Lexington Books, 1985) and co-editor of* **Washington Policy Choices: State Strategy for the Nineties** *(University of Washington, 1990), currently researches state higher education policy and finance.*

John Fawcett-Long *recently received his MPA degree from the Graduate School of Public Affairs at the University of Washington. In addition to his work in higher education research, he also examines agricultural policy issues at the Northwest Food Alliance, where he is a program analyst.*

Early 1995 saw continued, modest, economic improvement that built upon the recovery from the recession and subsequent stagnation of the early 1990s. Although growth plummeted to near zero in the second quarter, most forecasters predicted renewed economic growth, though some pessimists dissented. Others noted the gains were disappointing by historical standards, measured by the low quality, pay, permanence, and part-time character of many of the new jobs created.[1]

Normally, a positive economic trend gladdens the hearts of higher education proponents, especially after enduring the pain that accompanied the last recession. The fortunes of this sector and the economy are strongly linked, especially public higher education and the state economy.[2] Public institutions receive most of their support from state appropriations, and public and independent institutions depend upon income from billions of dollars in federal and state student aid. Funds for these appropriations are closely linked to the revenues received by governments, which in turn depend upon the health of the economy.

Thus, it is not surprising that state support for higher education increased during the recovery, or that many observers are cautiously optimistic about the foreseeable future. This optimism arises from equally cautious mainstream economic forecasts and an understanding of the historic linkages. Some observers hope that, as in the past, higher education will receive healthy "catch-up" increases over the next few years to make up for its especially harsh treatment in state budgets during the recession and stagnation, and to recognize the increased importance of advanced education in the modern economy and society.[3]

But such a rosy scenario is unlikely to last long. First, the cyclical behavior of market economies foretells another downturn, sooner or later, with harsh implications for tax-funded support of higher education. A few economists, noting that the current recovery is as long as the typical period between postwar recessions, predict a downturn as early as late 1995 or early 1996.[4] This cyclical reality should dampen overoptimism about the fiscal future.

Second, as earlier editions of the *Almanac* note, other claimants are squeezing the place of higher education at the state budgetary trough. Fiscal pressures from mandated state-funded functions—elementary and secondary education; Medicaid; and "corrections," including prisons—continue to grow at a prodigious pace, and require drastic action to resist.

Higher education, still a large budget item despite a sharp decline in its share, is a likely target for further trimming.[5] Governments are not obliged to provide funds or space for the higher education "caseload"—college students—but, short of drastic legal or demographic changes, competing caseloads are not discretionary. Postsecondary enrollments can be capped or even decreased as the number of K-12 students, prisoners, or Medicaid clients increases. States, instead of increasing subsidies, may force colleges to charge students more and to raise more money privately. Higher education is thus an irresistible target for cuts, or for moderated growth in spending, when such is thought necessary. As a result, little budgetary catch-up may be in the cards in states lacking robust economies or feeling above-average pressures from other functions.

The public "tax revolt" further tightens the squeeze on higher education. Limits on spending growth in most states are now more political than economic. States are considering, or have already passed, numerous tax cuts, and at least 20 states limit in law the growth of state revenues or expenditures.[6] These limitations constrain the state fiscal pie from growing as rapidly as the enrollments in K-12 education or the Medicaid and corrections caseloads.[7] The early results of the 1995 state legislative sessions suggest that elected officials received what they take to be the voters' message about taxes and spending and will enact FY 1996 budgets that are unusually tight for a period of economic growth.

Finally, a potent new complication promises long-range effects: the approach to federal-state fiscal relations and the programmatic division of labor proposed by the Republican congressional leadership. Congressional Republicans, with some support from Republican governors, now also a majority, propose to give states block grants for rapidly growing social programs, such as Aid to Families with Dependent Children (AFDC); Medicaid; Food Stamps; the school lunch program; and the Women, Infants and Children (WIC) nutrition program. The federal government would loosen standards and requirements, including requirements that all eligible people are *entitled* to some or all of these benefits, and would guarantee some annual increases in appropriations.

Reduced requirements, goes the theory, would allow the states to streamline administration of the programs. The states, proponents of this "new federalism" emphasize, are long-term players in administering these programs and are "closer to the people." The arrangement would remove spending pressures created by "entitlement" programs with their seemingly relentless caseload growth, thereby helping to balance the federal budget. But, if streamlining fails to reduce costs, or if federal appropriations to the states fail to grow much—a likely outcome—the resulting shortfalls could considerably exacerbate the competition faced by higher education for limited state funds.[8]

These political and economic forces, combined with the anticipated growth of demand for higher education in much of the country (Figure 5 on page 86), produce an emerging urgent situation, not a rosy scenario. This chapter seeks to help advocates for higher education peer beyond the modest financial gains of the last few years and prepare to meet the inevitable challenges.

The chapter first discusses national economic developments and regional and state variations, then examines trends in state fiscal conditions, focusing on growth patterns in revenues and expenditures. These statistics show a modest upturn, but most proposed budgets for FY 1996 are lean. Next, we analyze longer-term state fiscal trends, state appropriations for higher education, tuition and student aid trends, and patterns of enrollment limitations. These trends show modest improvement since the early 1990s, but tuition increases still exceed the rates of inflation and personal income growth and federal loans comprise much of the increase in student aid. Last, the chapter discusses the present and future response of states and institutions to these political and economic conditions.

NATIONAL ECONOMIC DEVELOPMENTS

The national economy in 1994 had its strongest year since the 1990-91 recession. The Gross Domestic Product (GDP) grew by 4 percent, the best performance in 10 years. The national unemployment rate dropped from an average rate for 1993 of 7.4 percent to 5.4 percent, a four-year low. Employment grew by 2.2 percent in 1994, and the monthly average employment gain increased from about 100,000 in 1991 to over 250,000 in 1994.[9] But earlier economic recoveries were more vigorous. The average three-year employment gain was 11.2 percent in previous upturns, but only 4.8 percent by September 1994.[10] The mix of new jobs also includes many more temporary, part-time, and low-wage jobs than in the past, a trend that fuels continuing perceptions of economic insecurity.[11]

The Consumer Price Index (CPI) inflation figure generally remained below a 3 percent annual growth rate during 1994, but the Federal Reserve Board (FRB) increased short-term interest rates seven times, ostensibly to curb inflation. One theory posits that FRB Chairman Alan Greenspan relied on the Leading Inflation Index, developed by the Graduate School of Business at Columbia University, which forecasted significant increases in the inflation rate throughout 1994.[12] But even though the U.S. dollar dropped 20 percent against the Japanese yen and nearly 12 percent against the German mark in the first four months of 1995, the FRB, fearing a forestalled recovery, was reluctant to raise short-term interest rates further to bolster the weakened currency.[13]

Several signs suggested a slowdown in national economic growth by April, 1995. In March, the economy created 203,000 net new jobs, a significant decrease from the 250,000 average monthly gain in 1994. The jobless rate jumped from 5.5 percent to 5.8 percent in April.[14] The consensus of a panel of economists surveyed in April expected the GDP growth rate to slow to 2.2 percent by the fourth quarter of 1995.[15] Due to the dramatic devaluation of the Mexican peso, the FRB expected declining U.S. exports to Mexico to lower the U.S. economic growth rate by 0.2 to 0.4 percent in 1995. Housing starts declined for each of the first three months of 1995.[16] Housing sales fell 12 percent in March from the hot market figures of one year earlier.[17] Industrial production decreased 0.3 percent in March, a marked change from the average monthly gain of approximately 0.75 percent in the fourth quarter of 1994.[18] By April, 1995, most economists predicted a "soft landing"—a mild, temporary slowdown for the economy, but a few suggested a recession in 1996.[19] Statistics released in mid-summer showed that the landing had indeed occurred—near-zero growth in the second quarter—but there were also signs that stronger growth was resuming.[20]

REGIONAL VARIATIONS[21]

Every region showed economic improvement in 1994.[22] The Pacific Southwest and South Atlantic[23] regions led the expansion, and the Midwest experienced strong growth, rebounding from a dismal farm year in 1993. New England continued to show the slowest growth rate.

The Rocky Mountain and Southwestern[24] regions had robust employment growth rates of 3.8 percent and 3.1 percent, respectively, for the year ending July, 1994. Arizona, New Mexico, Utah, and Nevada led the nation in employment growth, with Colorado not far behind. Relocations and expansions of high-technology businesses, strong population growth, and booming construction activity fueled these economies. Eight of the 15 fastest-growing job markets over the past three years were located in the West, including the four top performing states.[25] Observers predict a slower growth rate for the booming Rocky Mountain states in 1995, but they should maintain their relative lead in growth through 1996.

The Far West—due to California's sluggish performance—and the Middle Atlantic states had the slowest growth rates—0.4 percent and 1.2 percent, respectively.[26] But restructuring and downsizing in major industries fueled a modest recovery in California, beginning in 1993. The state, despite facing more defense cutbacks, is on course for a healthy expansion between 1996 and 2000. The Pacific Northwest economy is growing slowly. Diversification into high technology producer services and rapid growth in rail and truck equipment demand helped this region avoid recession, despite the current slump in the aircraft industry and a long decline in natural resource sectors.[27]

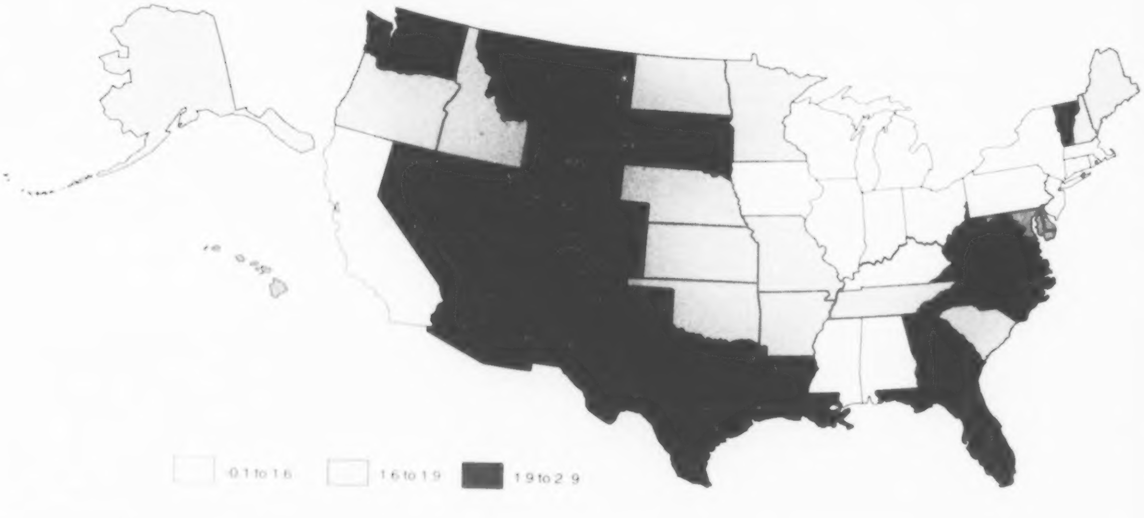
Population growth, low cost structures, and proximity to the growing Latin American markets account for the South's relatively good performance and projected future growth. The South Atlantic region's annual employment growth rate of 2.6 percent led the nation between fourth quarter 1991 through third quarter 1994, and the region's lead in employment growth is expected to continue through 1996 (Figure 1). The recent trade agreements, NAFTA and GATT, should benefit states with export facilities and industries.

Florida, Georgia, North Carolina, Louisiana, and Texas led the South's economic expansion. Florida, where job growth is already producing a boom in residential construction, is expected to have the nation's fastest employment growth rate for the rest of the decade. Preparations for the 1996 Olympic Games, corporate relocations, and an improved international outlook fuel Georgia's strong economic growth. Facing increased competition in its apparel and textile industries, North Carolina's economy benefitted from corporate relocations and expansions and from residential construction. Increased port and trade activity, a boost in mining activity, and gambling will contribute to Louisiana's expected employment growth—the second largest in the region. Trade activities will also contribute to Texas's strong employment growth. But gains in Mississippi's economy are expected to slow as the new gaming industry reaches saturation.

The Midwest's economy continued to rebound in 1994. Four Midwestern states posted particularly large gains in personal income for 1994, due mostly to record crop production.[28] The 8.7 percent annual personal income growth for the Plains States region, recorded through the third quarter of 1994, was well above the 6.3 percent national average.[29] Favorable land, labor, and business costs and an attractive quality of life fueled recent strong job growth rates, and NAFTA and GATT should aid growth in farm exports. But reductions in government commodity subsidies and food distribution programs, a slowing of the region's healthy home-building sector, and sluggish consumer spending may contribute to an economic slowdown by late 1995. A tightening labor market and consequent higher wage rates may exacerbate the problem in the West North Central states by hindering business relocations. Wisconsin, South Dakota, Minnesota, and Missouri should be the top performers in the Midwest through 1996. Manu-

FIGURE 1

FORECASTED EMPLOYMENT GROWTH, BY STATE
1994 Third Quarter – 1996 Fourth Quarter



SOURCE: Costa, et al., 1995

TABLE 1

STATE NOMINAL AND REAL ANNUAL BUDGET INCREASES, FY 1979 TO FY 1996

Fiscal Year	State General Fund Nominal Increase	 Real Increase
1996	2.5%	-0.7%
1995	6.6*	3.4*
1994	5.0	2.3
1993	3.3	0.6
1992	5.1	1.9
1991	4.5	0.7
1990	6.4	2.1
1989	8.7	4.3
1988	7.0	2.9
1987	6.3	2.6
1986	8.9	3.7
1985	10.2	4.6
1984	8.0	3.3
1983	-0.7	-6.3
1982	6.4	-1.1
1981	16.3	6.1
1980	10.0	-0.6
1979	10.1	1.5
1979-1996 average	6.7%	1.7%
1980-1990 average	8.0%	2.0%

NOTE: The state and local government implicit price deflator was used for state expenditures in determining real changes. Figures for FY 1995 and FY 1996 are estimates.

SOURCE: National Governors' Association, National Association of State Budget Officers, 1995.

facturing job losses will continue to plague Michigan.

Corporate downsizing, defense cutbacks, and relatively high labor, energy, and real estate costs contributed to the Northeast's lag in job growth, a trend that began in 1987. Massachusetts, Vermont, and New Hampshire did well in 1994, but the economies of New York, Connecticut, Pennsylvania, and Maine remained sluggish. The Middle Atlantic region posted an annual employment growth rate of 0.4 percent, the nation's slowest rate between the fourth quarter of 1991 and the third quarter of 1994, and should continue to lag all other regions through 1996. The region continues to lose manufacturing jobs; regional employment growth will be focused in service industries. GATT will mainly benefit the region's export sector. Outmigration in the 1990s left the Northeast with a relatively tight labor market that creates a further competitive disadvantage.

STATE FISCAL CONDITIONS AND TRENDS

State fiscal conditions in FY 1995 improved upon those of the recession and recovery years, but lagged a bit behind FY 1994. The continued emphasis on tax cuts and expenditure limitations may seriously limit state revenues and spending growth in FY 1996.

The aggregate (all states) year-end fund balance—a good indicator of fiscal health—dropped to a precarious 1.1 percent of fiscal year spending at the end FY 1991, near the height of the recession, but then climbed to an estimated 5.2 percent at the end of FY 1995 and 4.3 percent for FY 1996 (Figure 2).[30] In December 1994, 46 states estimated that revenue collections would meet or exceed FY 1995 target levels,[31] and most states reported expenditures close to budget.[32] But eight states expected end-of-year balances of less than 1 percent of expenditures, and governors in eight states recommended year-end balances of less than 1 percent of their proposed FY 1996 expenditures.[33] Thus, by this measure, not all states are out of the woods.

Most states with higher than average year-end balances in FY 1995 were located west of the Mississippi, but each region contained at

TABLE 2

ANNUAL STATE GOVERNMENT GENERAL FUND EXPENDITURE INCREASES, FY 1995 AND FY 1996

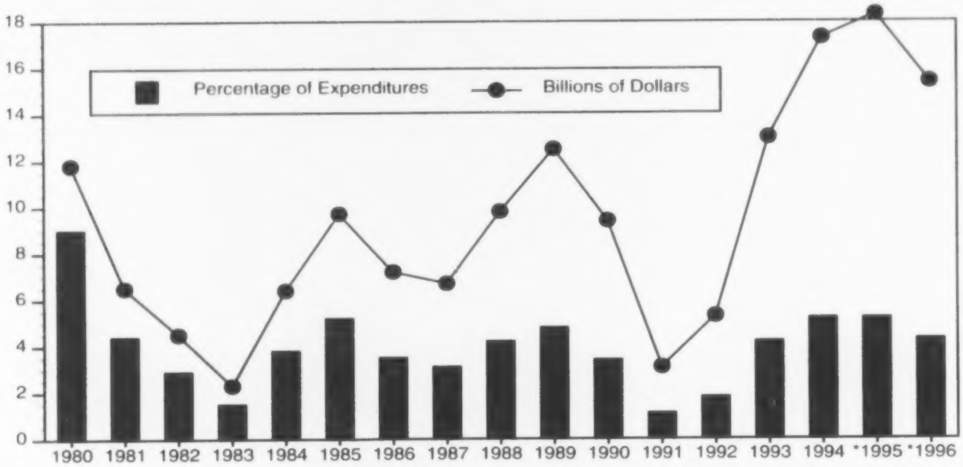
Spending Growth	Number of States FY 1995 (Estimated)	 FY 1996 (Recommended)
Negative Growth	3	4
0.0 to 4.9 percent	12	33
5.0 to 9.9 percent	25	12
10 percent or more	10	0

NOTE: Average spending growth for FY 1995 (estimated) is 6.6 percent; average spending growth for FY 1996 (recommended) is 2.5 percent.

SOURCE: National Governors' Association, National Association of State Budget Officers, 1995.

FIGURE 2

TOTAL STATE YEAR-END FUND BALANCES, FISCAL 1980 TO FISCAL 1995



NOTE: Data for these years are estimated.
SOURCE: National Governors' Association, National Association of State Budget Officers, 1995.

least one state with a balance of 5 percent or more (Figure 3). Very low balances were concentrated in the Southeast,[34] in the Northeast,[35] and in Virginia. Year-end weighted average fund balances by region generally paralleled the economic performance of the regions.[36]

The nation's governors proposed in aggregate only a 2.5 percent increase in general fund appropriations in FY 1996, a sharp drop from the 6.6 percent increase projected for FY 1995 and the lowest increase since FY 1983.[37] The governors projected FY 1996 tax collections to increase by 4.0 percent.[38] Only 11 states cut enacted budgets during FY 1995, but governors expressed concern that historic problems in forecasting mandated spending for AFDC and Medicaid could confound optimistic estimates before the end of FY 1995.[39]

The states lowered tax rates by an aggregate net total of $2.6 billion in FY 1995 and expected to decrease revenues via further tax cuts by $3.4 billion in FY 1996, the first decreases since FY 1986.[40] Twenty-eight states, evenly distributed between the eastern and western halves of the country, proposed net revenue decreases for FY 1996; six states proposed net revenue increases.[41] Most proposals focused on reductions in personal and corporate income and sales taxes. The governors of 19 states called for reductions in personal income taxes for FY 1996, and Arizona and Connecticut considered eliminating the income tax.[42] Ten governors proposed corporate income tax reductions; eight governors called for sales tax reductions. Many states also considered property tax relief. But by May 1995, many legislatures, fearing federal spending reductions and not wanting to burden counties or cities, opted for modest tax-cuts, if any.[43] Tax cuts—a more discretionary use of actual or anticipated state funds than is spending on pressing "mandated" demands—represent a clear political choice.

The aggregate general fund expenditure growth in the governors' budget proposals of just 2.5 percent in FY 1996 is down significantly, not only compared to the 6.6 percent increase in FY 1995, but also compared to the

1979-1996 average year-to-year increase of 6.7 percent (Table 1).[44] Two-thirds of the governors' state budgets for FY 1996 projected expenditure growth at below 5 percent.[45] No governor proposed a double-digit percentage increase in FY 1996 spending; 10 states enacted double-digit increases in FY 1995 (Table 2). Only four states expected general fund expenditures to increase 7 percent or more in FY 1996.[46] The only proposed nominal decreases for FY 1996 were in New York (-3.5 percent) and very small declines in Alaska (-0.3 percent), Massachusetts (-0.5 percent) and New Hampshire (-0.2 percent). Thus, state budgets will not be robust, given the current clamor for reduced expenditures and the tax or spending limitations in 20 states.[47] In 1995, eight additional states may consider constitutional limits to legislative taxing powers through supermajority or voter approval requirements.[48]

LONGER-TERM CONCERNS REGARDING STATE FINANCES

The greater budget stability of the last two years has, according to the National Governors' Association and the National Association of State Budget Officers, increased the focus of states on downsizing state government, changing service delivery through privatization, restructuring health and welfare programs, instituting performance-based pay systems, conducting statewide reviews of expenditures and revenues, and implementing performance-based budgeting systems.[49]

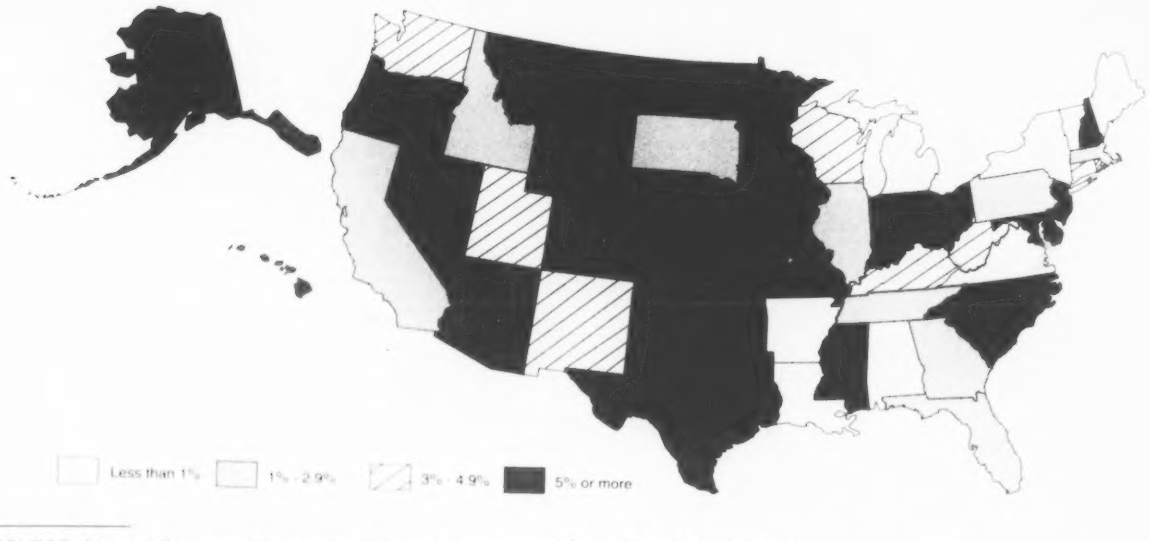
The appearance of improvement in the fiscal condition of the states is deceiving, given longer-term trends and foreseeable political developments. Limitations on tax and expenditure capacity will constrict long-term budget flexibility in many states. The current round of tax cuts, enacted largely for short-term political reasons, will impair the ability of states to respond to population growth and to other needs.

"New Federalism": Implications for the States

The "new federalism" concept dominated the 1994 election campaign and the resulting

FIGURE 3

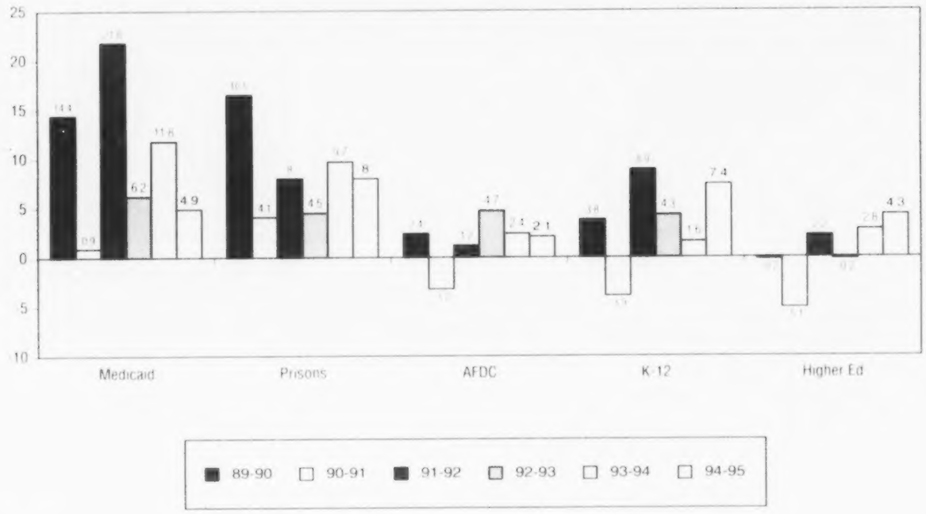
TOTAL YEAR-END BALANCES AS A PERCENT OF EXPENDITURES, FISCAL 1995



SOURCE: National Governors' Association, National Association of State Budget Officers, 1995.

FIGURE 4

ANNUAL CHANGES IN MAJOR STATE EXPENDITURE CATEGORIES*
FY1989 TO FY1995



*Expenditures include both general funds and "earmarked" funds.

SOURCE The College Board Annual Survey of Colleges, 1994. *Copyright © The College Board, 1994. Reprinted with permission.*

Republican-led 104th Congress. The Republicans view state and local governments as "partners" that share power over program and spending decisions with the federal government, not as "administrative units" of federal programs and policies. In 1995, the Republican congressional leadership introduced several measures from its 1994 campaign platform that attempted to reduce the size and power of the federal government. In March 1995, President Clinton signed legislation requiring Congress to pay for newly mandated programs costing the states and localities over $50 million or to cast a separate, on-the-record vote to bypass the requirement. But few observers foresee any new federal mandates, and the measure does not apply retroactively.[50]

The Republican leadership also suggested that the states could administer Medicaid, AFDC, Food Stamps, WIC, and school lunches with federal block grant funds tied to fewer federal standards. These moves, critics claimed, amounted to "back-door mandates" by capping federal spending growth for the block grants while giving states and localities the responsibility for potentially growing caseloads. A constitutional amendment requiring a balanced federal budget by 2002 narrowly failed to pass in the Senate in February 1995 and may come up for another vote. States and localities, under the balanced budget amendment, could have lost $11 billion in federal aid in FY 1996[51] and much more subsequently as the deficit moved toward zero.

Reducing the size and power of the federal government may increase burdens on state budgets to implement "devolved" programs. But states, under some proposals, could tighten eligibility standards, opt out of fully funding caseload growth, or reduce benefit levels. The

TABLE 3

PERCENTAGES OF TWO-YEAR GAIN IN APPROPRIATIONS OF STATE TAX FUNDS TO HIGHER EDUCATION, FY 1995 OVER FY 1993

First quartile		Second quartile		Third quartile		Fourth quartile	
Mississippi	45	Delaware	12	Iowa	6	Maine	1
Alabama	23	New York	12	Wyoming	5	Washington	-1
New Mexico	20	North Carolina	12	Hawaii	5	Alaska	-2
Idaho	19	Texas	11	Maryland	5	Vermont	-2
Georgia	19	Pennsylvania	11	Virginia	4	Oklahoma	-3
Florida	16	Illinois	9	Nebraska	4	North Dakota	-5
Rhode Island	16	Arizona	9	Michigan	4	California	-6
Connecticut	15	Wisconsin	8	Indiana	3	Nevada	-6
New Hampshire	15	Kentucky	8	Colorado	3	Montana	-8
Missouri	14	South Dakota	8	Arkansas	3	Oregon	-10
Tennessee	14	Kansas	7	South Carolina	3	Massachusetts	N/C
Utah	13	Minnesota	7	Louisiana	2		
Ohio	13	West Virginia	7	New Jersey	2		

N/C = not comparable

SOURCE: Hines, 1995

guarantees of the American welfare state would vary by state. State assumption of primary responsibility for social and health programs could well affect higher education by increasing competition for state funds, even if block grants do not replace current programs of aid to postsecondary education.[52]

After the 1994 elections, "Republicans now control 49 legislative chambers to the Democrats' 47; there are 19 states where they have majorities in both chambers, and 15 where they [Republicans] control the legislature and the governorship as well."[53] Democrats control the legislature and governorship in just eight states. Budget-cutting and fiscal conservatism dominate the agenda for many Republican majorities. States that follow Wisconsin's decision to shift public school funding from local property taxes to the state budget may be forced to reduce their higher education budgets severely. Oregon's Measure 5, adopted in 1990, dramatically affected the state's support for higher education. Measure 5 reduces property tax rates from an effective rate of approximately 2.5 percent to a maximum of 1.5 percent over a five-year period ending with the 1995-97 biennium.[54] In March 1994, Michigan voters approved a $4.5 billion reduction in local school property taxes, offset partially by increased state sales, cigarette, real estate transfer, and statewide property taxes, resulting in net tax cuts of between $600 million and $1 billion.[55] These fiscal shifts, combined with the pressures created by the new federalism, will tighten state budgets—more bad news for higher education.

Many of the 30 Republican governors look for leadership to a trio of conservatives—Tommy Thompson in Wisconsin, John Engler in Michigan, and William Weld in Massachusetts.[56] These governors were easily reelected in 1994: Thompson received 67 percent of the vote; Engler, 61 percent, and Weld, 71 percent. They promote limited government in virtually every policy initiative, are fascinated with market forces, and are considered decisive and risk-takers. Thompson instigated welfare reform in the late 1980s, and created the nation's first government-subsidized education voucher program for Milwaukee in 1990.[57] Engler's calls for reduced property taxes, increased funding for education, and for a smaller, less-intrusive, and more efficient state government resulted in the restructuring and cutting back of state social service programs and in the adoption of property tax reform.[58] During the recession, Engler avoided tax increases despite a short-term fiscal crisis in which tax revenue fell 0.6 percent. A 41.2 percent increase in federal aid between 1990

TABLE 4

AVERAGE ANNUAL PERCENTAGE INCREASE IN TUITION AND FEES AT COLLEGES, 1987-88 TO 1994-95*

	Two-Year Colleges		Four-Year Colleges	
Years	Public	Independent	Public	Independent
1987-88	5%	6%	6%	8%
1988-89	4	7	5	9
1989-90	5	7	7	9
1990-91	5	8	7	8
1991-92	13	6	12	7
1992-93	10	6	10	7
1993-94	10	7	8	6
1994-95	4	5	6	6
Dollar Figures				
1994-95	$1,298	$6,511	$2,686	$11,709

* *Data in this table are weighted by enrollment and represent cost increases for students who attend a certain type of college. Restricting this sample to institutions with two consecutive years' worth of data controls for year-to-year swings in the composition of the sample, but does not control for shifts in the sample's composition over longer periods of time.*

SOURCE: *Reprinted by permission.* The College Board Annual Survey of Colleges, 1994. Copyright © 1994 by College Entrance Examination Board. All rights reserved.

and 1992, notes one analyst, may have contributed to this accomplishment.[59] Weld oversaw cuts in the state income tax rate, phasing out of the estate tax, eliminating taxes on services, reducing state aid to localities by $270 million, cutting 8,000 workers from the state payroll, contracting out mental health care, and restricting eligibility for the state's general relief welfare program.[60]

Ongoing Trends

Escalating demands from three of four major general fund budget categories—Medicaid, corrections, and elementary and secondary education—continue to burden state budgets, and outstrip support for higher education (Figure 4). Support for these programs depends largely on caseload size, that is, the number of people who qualify under state or, often, federal law or court decision regardless of the state's financial situation.[61]

Beginning in FY 1993, Medicaid surpassed higher education as the second largest state general fund expenditure category, after elementary and secondary education. The 4.9 percent growth rate for Medicaid in FY 1995 does not seem out of control, especially when compared to recent double-digit growth rates. But considering only general fund expenditures—provider taxes and fees that support Medicaid have decreased—the year-to-year increase is a more worrisome 8.4 percent.[62] These expenditures were expected to grow at double-digit rates in 21 states in FY 1995.[63] The FY 1996 budget proposals of the governors call for an aggregate increase of approximately 10 percent in Medicaid expenditures.[64]

A slower expansion of the Medicaid-eligible population in today's relatively healthy economy may result in less spending—in December 1994, nine states expected budget savings in Medicaid for FY 1995 due to smaller than expected caseloads. Only four states expected to add supplemental appropriations for Medicaid in FY 1995.[65] Some states are gradually introducing a managed care cost containment strategy for parts of the Medicaid population, and the federal government will presumably stop mandating inclusion of new groups of eligible people.[66] But health care cost inflation per case seems unlikely to remain at its recent low level—the over 74 age group, which uses health care services at very high rates, is by far the fastest growing segment of the population.[67] The real cost of Medicaid should continue to increase as the population ages.

Expenses for corrections are expected to grow by 8.0 percent in FY 1995, and 14 states report double-digit increases.[68] Tougher penalties, including mandatory sentencing laws under consideration in 30 states and by the federal government, translate into operating expenses for new prisons or prison additions.[69] A 1994 RAND study found that California's "three strikes" law would cost an extra $4.5 to $6.5 billion annually.[70] Observers also attribute the growth in prison population "to the growth of the male population in the crime-prone age group (16-24), an increase expected to continue for the next several years."[71] Eliminating parole—considered by many states in 1995, including California, Virginia, and Wisconsin—would increase incarceration time and costs.[72] The corrections budget in-

TABLE 5

STATES RANKED BY PERCENTAGE CHANGE IN STATE-RESIDENT UNDERGRADUATE TUITION AT STATE COLLEGES AND UNIVERSITIES, 1994 TO 1995, AND 1990-91 TO 1994-95

Tuition Increases 1994-95			Tuition Increases 1990-91 to 1994-95		
1.	California	15.6%	1.	California	100.6%
2.	Washington	14.5	2.	New York	99.3
3.	Michigan	13.1	3.	Connecticut	70.3
4.	South Dakota	12.6	4.	Texas	65.7
5.	Montana	12.2	5.	South Carolina	62.2
6.	Rhode Island	9.1	6.	Oregon	56.4
7.	Maryland	7.8	7.	Missouri	53.6
8.	Missouri	7.7	8.	Rhode Island	53.4
9.	Idaho	7.5	9.	Montana	53.2
10.	Indiana	7.4	10.	Maryland	50.2
11.	Michigan	7.4	11.	Pennsylvania	46.2
12.	Arkansas	7.2	12.	Virginia	45.4
13.	Kentucky	6.6	13.	New Mexico	43.4
14.	Texas	6.6	14.	Maine	43.1
15.	Oregon	6.5	15.	South Dakota	41.5
16.	Utah	6.4	16.	Kentucky	40.4
17.	Tennessee	6.1	17.	Washington	40.0
18.	Connecticut	5.8	18.	West Virginia	39.5
19.	New Jersey	5.6	19.	Massachusetts	39.2
20.	Pennsylvania	5.2	20.	Arkansas	38.0
21.	Colorado	5.1	21.	Michigan	35.7
22.	New Hampshire	5.1	22.	Indiana	34.5
23.	Nebraska	5.0	23.	Ohio	34.3
24.	North Dakota	5.0	24.	New Jersey	34.0
25.	Ohio	5.0	25.	Florida	32.7
26.	North Carolina	4.9	26.	Minnesota	32.5
27.	Alabama	4.8	27.	Idaho	32.4
28.	Nevada	4.5	28.	Illinois	32.4
29.	Iowa	4.4	29.	New Hampshire	31.6
30.	Minnesota	4.3	30.	North Carolina	30.4
31.	South Carolina	4.3	31.	Mississippi	29.6
32.	Illinois	4.2	32.	Nebraska	29.4
33.	New Mexico	4.2	33.	Alabama	29.3
34.	Kansas	4.0	34.	Iowa	29.2
35.	Massachusetts	3.8	35.	Kansas	27.3
36.	West Virginia	3.6	36.	Vermont	26.5
37.	Wisconsin	3.6	37.	Nevada	26.1
38.	Virginia	3.4	38.	Oklahoma	25.7
39.	Oklahoma	3.4	39.	Tennessee	25.1
40.	Georgia	3.4	40.	Utah	24.7
41.	Maine	3.2	41.	Colorado	23.4
42.	Mississippi	2.8	42.	Arizona	23.0
43.	Arizona	2.7	43.	Wisconsin	21.3
44.	New York	1.7	44.	Louisiana	19.5
45.	Florida	1.0	45.	Georgia	15.9
46.	Louisiana	0.7	46.	North Dakota	14.9
	Average*	5.5		Average*	38.5

** Does not include Alaska, Delaware, Hawaii, and Wyoming.*

SOURCE: Computed from the Washington Higher Education Coordinating Board, 1995.

creased in every region and in nearly every state in FY 1995.

State costs for AFDC remained under control, increasing 2.1 percent for FY 1995. For the fifth consecutive year, the majority of states failed to adjust benefit levels. Similarly, "In [the] governors' proposed FY 1996 budgets, 42 states would maintain the same AFDC benefit levels that are in effect for FY 1995."[73] The pressures to restrict welfare spending are more politically than economically driven. Many states focus on restructuring programs "to provide greater incentives for working and obtaining employment."[74] But the emphasis of the Bush and early Clinton years on helping single mothers to escape welfare dependence by providing education and training has shifted to punitive standards that reduce the welfare rolls. The outcome of federal "welfare reform" legislation may determine state policies and finances. Many states, during the 1995 legislative session, considered time limits on the receipt of benefits and restricting benefits for recipients who have more children, but the fiscal implications of enacted policies will not be felt immediately.

Spending for K-12 education represents approximately 30 percent of state general fund spending.[75] The large increases in the state share of school funding in Michigan and Oregon explains only some of the projected 7.4 percent increase in general and earmarked funds in FY 1995.[76] The national map of projected increases in high school graduates from 1994-95 to 2004-05 (Figure 5) reflects tremendous growth in K-12 enrollments, and concomitant growth in expenditures, in many states. States will be hard-pressed indeed to respond to the increased demand for postsecondary education posed by these graduates.[77]

FUNDING AND POLICIES TOWARDS HIGHER EDUCATION: RECENT DEVELOPMENTS

State Funding

Support for higher education rebounded in the last two years. State higher education appropriations in FY 1995, including general and earmarked funds, increased by 4.3 percent from FY 1994, just above the 3 percent inflation rate.[78] FY 1995 appropriations exceeded the expected inflation rate in 31 states, with 16 states forecasted to raise spending by 6 percent or more.[79] Higher education's share of general fund spending held constant in FY 1995 at 11.7 percent. But this levelling occurred only after several years of sharp decline—the share was 13.4 percent in FY 1991 and 14 percent in 1989.[80] Only five states reported absolute declines in FY 1995 higher education appropriations; down from eight states in FY 1994, 17 in FY 1993, and 22 in FY 1992 and FY 1991.[81]

The strongest appropriations gains between FY 1994 and FY 1995 occurred in the Southeast (+8.1 percent) and the Rocky Mountains (+5.3 percent), followed by the New England (+3.9 percent), the Great Lakes (+3.9 percent), the Plains (+3.5 percent), the Middle Atlantic (+3.2 percent), and the Far West (+3.1 percent) regions.[82] The Southwest—Arizona, New Mexico, Oklahoma, and Texas—trailed the other regions with a 0.7 percent appropriations increase.

Two-year data show similar trends (Table 3). State higher education appropriations increased 8 percent between FY 1993 and FY 1995; low by historical standards.[83] Southern, Western, and New England states led the pack, but not all of them did well. Northeast and Midwest states tended to fall within the second and third quartiles. Nine states—mostly in the western regions of the country—had negative growth for the two-year period.[84]

Community colleges fared relatively well in state support—a two-year gain of 11 percent.[85] State funding for community colleges declined in only six states between FY 1993

TABLE 6

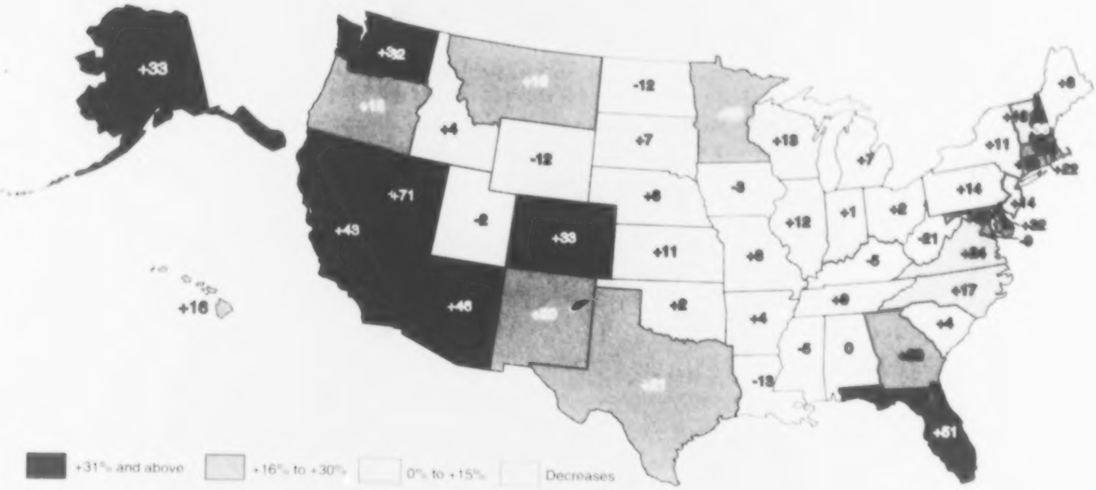
GROWTH IN STATE NEED-BASED UNDERGRADUATE STUDENT AID, 1987-88 TO 1993-94

Year	Percent
1987-88	3.4
1988-89	7.4
1989-90	8.3
1990-91	7.4
1991-92	9.8
1992-93	8.1
1993-94	12.2

SOURCE: National Association of State Scholarship and Grant Programs, 1993, 1994

FIGURE 5

PROJECTED CHANGE IN THE NUMBER OF HIGH SCHOOL GRADUATES 1994-95 TO 2004-2005



SOURCE: *The Chronicle of Higher Education*, 1995.

and FY 1995. Still, community college representatives are increasingly dissatisfied with having twice the enrollments per dollar of state support than four-year colleges, a pattern likely to persist.[86]

The immediate crisis in support for higher education is over in most states, a recognition of the pain resulting from deep cutbacks.[87] But a few years of modest improvement will not adequately address the previous losses, and will not address growing demand. Other major state functions are treated as entitlements or mandates; higher education institutional support and student aid remain discretionary items. Legislators believe that colleges, unlike other functions, may restrict enrollments, increase "user fees" (tuition), and raise money through donations. Thus, the financial troubles facing higher education are built into the basic structure of this budgetary system.

The moderate increases in funding for FY 1994 and FY 1995 may provide only a respite until the voracious demands of other programs collide with higher education's growing needs and the political limits imposed by tax and spending restraints and the new federalism. The next recession, which may be near at hand, could lead to draconian cutbacks in higher education funding unless states address the structural imbalances in this financing system.

EFFECTS ON ACCESS

Tuition Trends

Inflation-adjusted tuition increases for higher education accelerated during the recession of the early 1980s, and climbed even more sharply during the recession of the early 1990s. Recessions produce steep tuition and fee increases in public institutions because this revenue substitutes for lagging state appropriations (Figure 6). The CPI rose 75 percent and personal income grew 93 percent between 1980 and 1993, but institutional charges jumped 138 percent and 188 percent in public and independent universities, respectively, and 137 percent and 167 percent in public and independent four-year colleges, respectively.[88]

BEST COPY AVAILABLE

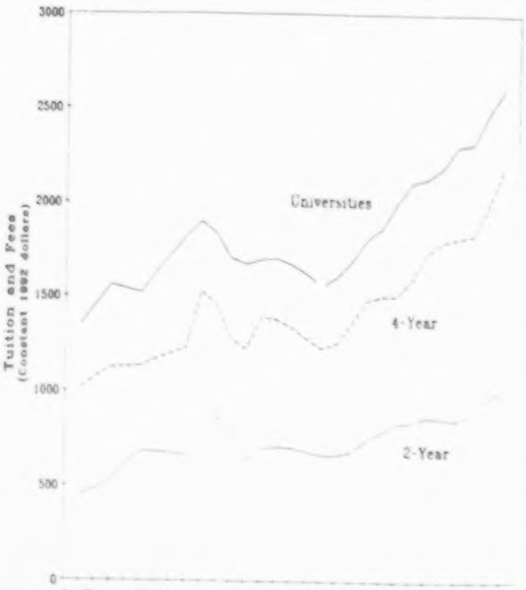
The annual increase in charges fell to 6 percent for four-year public and four-year independent institutions in 1994-95, and to 4 percent for two-year public institutions. But both percentages still exceeded general inflation and the growth rate in family incomes (Table 4).

Total expenses, including room, board, and books, for a resident student in 1994-95 at a four-year independent college averaged approximately $18,800.[89] Resident students at four-year public colleges in their home state paid $9,000. Commuters at two- and four-year public colleges paid $5,600 and $7,150, respectively. The median income for a family with children is $35,872, so these prices almost certainly hindered access for many potential students.[90]

Family income is closely correlated with educational attainment, though other factors contribute to this correlation. Median family incomes in 1992, categorized by the educational attainment of the head of family, were: high school dropout—$22,000; high school graduates—$34,000, bachelor's degree—$57,000, master's degree—$66,000, doctorate—$76,000, professional degree-holders —$92,000.[91] For households headed by individuals with five years or more of college education, median family income increased 17.2 percent after inflation between 1973 and 1992.[92] Median family income for households headed by individuals with less education decreased by substantial amounts during the same time period.[93] We should therefore be concerned about the effects of tuition on access to higher education on grounds of both equity and economic efficiency.

FIGURE 6

TUITION AND FEES AT PUBLIC INSTITUTIONS, 1964-65 TO 1992-93
(Constant 1992 Dollars)



SOURCE: Mortenson 1994b

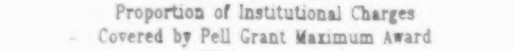
Tuition increases nationally averaged nearly 40 percent between 1990-91 and 1994-95 (Table 5). California and New York led tuition growth among public colleges in the 1990s;[94] Texas, Oregon, South Carolina, Missouri, and several Eastern states also imposed large increases. Western and Southern states with stronger economies showed slower tuition growth. Between 1993-94 and 1994-95, California again led all states with a 15.6 percent tuition increase, followed by Washington (14.5 percent), Michigan (13 percent), South Dakota (12.6 percent), and Montana (12.2 percent).[95] Traditional regional patterns—much higher tuition in the public colleges and universities of Eastern states'—may be shifting. In 1994-95, Eastern states generally had considerably lower tuition increases and two Eastern states were among the 10 states with the lowest tuition hikes.

Several states have linked tuition rates to a fixed percentage of the cost of instruction over the last decade, initially to avoid inadequate growth in tuition revenue. Recently, these percentage figures tended to increase to help offset minimal state appropriations.[96] An interest in indexing tuition growth to state personal income has accompanied economic improvement. This policy, advocates claim, will avoid adverse effects on students and families while providing growth in tuition revenue.[97] But, critics note, the practice works well only when the economy is improving. A downturn would yield sluggish or even decreasing tuition revenue just when stagnant tax revenues result in appropriations declines. The revenue source of last resort would be tightly capped just when it were needed most.

The states have begun to implement new tuition policies to increase revenues. The Washington legislature in 1995 considered giving institutions more flexibility to raise tuition. Several Western states increased tuition rates to nonresident students.[98] Some states implemented more restrictive definitions of state residency for tuition purposes.[99] A few states contemplate higher tuition charges for high-cost undergraduate and professional programs beyond law and medicine.[100] Some states considered or enacted much higher charges to students with "excess" credits or numbers of terms enrolled (beyond the "normal" number needed for graduation), without recognizing that inadequate financial aid and numbers of courses available may have contributed to these "excesses."[101] Some hard-pressed state university systems, Arizona, for example, also considered reducing degree requirements, closing entire departments, cutting campus administration, and increasing faculty workload.[102] The proposed cutbacks, notes W. Ann Reynolds, chancellor of the City University of New York, a system with students mostly from low- and lower-middle income families, "jeopardize the very notion of access."[103]

FIGURE 7

PROPORTION OF INSTITUTIONAL CHARGES COVERED BY PELL GRANT MAXIMUM AWARD 1973 TO 1994-95



SOURCE: Mortenson, 1994c

Enrollment Limitations

Financial constraints can directly affect student access. Some states, for example, imposed enrollment ceilings.[104] In 1993, total fall enrollment decreased at public four-year institutions—a 1.1 percent decline to 5.78 million students.[105] Total enrollment had increased from 2.0 to 2.5 percent annually between 1986 and 1991, then remained steady in 1991 and 1992. The climb in enrollment at historically Black public colleges and universities moderated to 1.8 percent in 1993 from 4.5 percent in 1992. Only 48 percent of surveyed institutions reported enrollment increases in 1994, the lowest percentage of schools since 1987.[106] Most institutions expect enrollment gains over the next five years, but surveyed senior college and university administrators viewed the need to "maintain enrollment" as the second most "important challenge" for this period.[107]

The University of California Board of Regents considered reducing its eligibility pool from 12.5 percent of state high school graduates to maintain quality as financial resources diminished.[108] But the move required a "politically difficult" change to the state's Master Plan, and one university official thought the Regents would limit enrollment by other means.[109] Quadrupled tuition fees in California's community college system largely account for a 175,000-student enrollment decline over the last three academic years.[110]

Trends in Student Aid

Federal grant aid available to students increased in recent years, but continued to lag behind the growth in college costs (Figure 7). President Clinton's Americorps program might have helped to close the gap, but Congress may sharply curtail the program. Total available student aid from federal, state, and institutional sources was projected at $42 billion for FY 1994. "After adjusting for inflation," notes one observer, "this amount is 60 percent higher than a decade ago and 17 percent higher than in 1992-1993."[111]

But the form of student aid changed dramatically. Between FY 1993 and FY 1994, Pell Grant funding fell 8 percent and the number of grant recipients fell from 4.2 to 3.7 million, a 10 percent decline.[112] Changes in the need analysis methodology authorized by the Higher Education Amendments of 1992 account for some decreases, which came after several consecutive years of gains.[113] But, notes a College Board study, "actual maximum Pell Grant awards have not equaled authorized levels since 1979-80. The gap between the authorized and actual maximum Pell awards grew during the 1980s and continues to widen in the early 1990s."[114]

Student loans partly fill the gap between grant aid and college costs—the share of loans in the federal student aid package is climbing again after hovering around 50 percent for many years. Federal Family Education Loans program borrowing increased by 42 percent between FY 1993 and FY 1994, notes one analyst, "[d]ue to higher maximum loan limits, the introduction of unsubsidized Stafford loans, and changes in need analysis authorized by the Higher Education Amendments of 1992."[115] The amount borrowed doubled, and the number of borrowers increased 50 percent since 1990.[116] High debt levels, some observers fear, may influence the attendance, degree completion rates, and career choices of students.[117]

Many states tried to increase student aid contributions. Total aid available to students at public institutions in California increased by over 60 percent in inflation-adjusted dollars between 1990-91 and 1993-94. But the income of California families declined relative to inflation, and average student fees increased 70 percent at California State Universities, 90 percent at the University of California, and 180 percent at the community colleges.[118]

Grant aid—now nearly $3 billion is the key public program for independent colleges and universities in many states. State spending on need-based undergraduate grant aid grew impressively since 1989, after sluggish growth in previous years (Table 6). Grant programs as a proportion of state higher education appropriations rose from 5.3 percent to a projected 7.5 percent between FY 1981 and FY 1995.[119] But these increases failed to keep the percentage of Pell grant recipients who also obtain state grants from falling from nearly 50 percent to about 35 percent between 1982-83 and 1991-92.[120] The gradually falling share of need-based grants relative to all state grants may help to explain this decline, though this share remains about 75 percent. Some states eliminated proprietary school students from grant eligibility, thereby cutting a substantial number of Pell grantees but helping nonprofit higher education.

Dramatic Options Now in the Wind

Continuing strong fiscal pressure on higher education and the growing demand for access are prodding states toward dramatic policy changes. The emphasis on tuition revenues and student aid grants, instead of institutional appropriations, reflects a "high tuition-high aid" approach to financing higher education.[121] Students who can afford high tuition thereby supply more revenue, while need-based aid substantially expands to help less well-off students. A few states announced this approach as policy; others increased tuition and student aid sharply, but without a formal linkage.[122]

Independent colleges generally favor the "high tuition-high aid" approach, which raises the prices of their public competitors and usually provides more aid that students may use at their institutions. But "sticker shock" from high tuition rates may affect middle and upper income families who might punish higher education politically. The next state fiscal crisis, critics add, will affect the level of aid, but not the high tuition. The experience of the last recession does not lend support to this fear, since appropriations for student aid grew strongly, but the danger cannot be discounted.

Jonathan Brown, president of the Association of Independent California Colleges and Universities (AICCU), argues that California could save money by providing sufficient financial aid to fill an estimated 20,000 vacancies at independent institutions instead of building new campuses.[123] Currently, state grants to attend California's independent colleges are "less than half the tuition charges at most campuses and less than one-third of total annual costs at many."[124] A prominent higher education economist offers even more "dramatic" proposals:

- exclude all out-of-state undergraduates from California public institutions;
- tighten residency requirements;
- allow Californians to take state financial aid packages to out-of-state schools;
- give enrollment priority to 17-to-24 year-old students;
- give community college admissions preference to younger students in academic transfer and occupational-vocational courses of instruction;
- reward institutions for enrolling undergraduates; penalize those that reduce enrollments; and
- relate tuition charges to the median income of students in the three public segments.[125]

The combination of new access pressures and tight fiscal constraints will likely produce similarly dramatic proposals from policymakers in other states. The number and progress of these proposals will accelerate at the first sign of a serious economic downturn.

CONCLUSION

This chapter documented developments in state appropriations, and in three areas that respond to appropriations levels—tuition policies, student aid, and enrollment limitations. Appropriations levels, in turn, are closely tied to the economies of the states. State support of higher education improved significantly after a sharp decline in the early 1990s. Tuition growth, though still well ahead of growth rates in inflation and in income, is finally moderating. State-funded student aid grew rapidly, but not nearly enough to fill the "need gap" created by rapid tuition increases and stagnation in federal student aid grants.

Consensus—if somewhat cautious—economic forecasts call for continued modest growth over the next few years, especially in the South and West. But the next downturn—some economists see a possible recession by late 1995 or early 1996[126]—will bring especially bad news for higher education. First, the dramatic growth in funding demands from "mandated" state functions—Medicaid, K-12 education, and prisons—are hard to contain and show no signs of let-up. Second, many legislatures will soon encounter sustained pressure for access from surging cohorts of college-age students, thus setting up a Hobson's choice between quality, crudely measured by spending per student, and access, measured by capacity (Figure 5). These factors have been apparent for some time, though not widely appreciated.

The long-developing, but now full-grown "tax revolt"—the third pressure on higher education—has led to tax or spending limitations,[127] tax cuts, and to near-universal reticence about spending increases. The sharp turnover in state government towards the more tight-fisted Republicans in the 1994 elections punctuates this trend, at least for now.[128] The pattern of desultory wage growth and creation of full-time jobs in the current recovery and the continued economic uncertainty contribute to the reluctance to spend for "discretionary" public purposes such as higher education.

Fourth, the changing political winds have had equally dramatic effects at the federal level. The issue of federal spending contributed to the election of the first Republican Congress since the early 1950s. The first attempt to pass a balanced budget amendment to the U.S. Constitution failed, but a similar resolution might be reintroduced and passed at any time. The Republican majority's fiscal federalism concept—"block grants" for rapidly-growing, recession-sensitive, costly social and health programs including Medicaid, Food Stamps, school lunches, WIC, and AFDC—would force states to cope with their open-ended demands.

The federal government would continue to share costs and pledge to increase appropriations, but these increases would be capped at or near the general inflation rate. The federal guarantee to fund a share of the costs of all the "entitled" population would vanish—the new federalism would eliminate the individual's entitlement under federal law—and the federal government would not promise to help with the increased burdens that economic downturns inevitably create in these programs.

States would face even greater fiscal burdens than they do now from fast-growing programs that directly compete with the growing needs of higher education. The next economic slump would bring these conflicting pressures to a head, with dramatic results for higher education.

Finally, as a foretaste, a few states are talking of major restructuring of higher education and its financing—the suggestions, for example, that California restrict access to public higher education to state residents, with age preferences, and that state student aid grants might direct more students toward independent colleges and universities with available capacity.[129] States are tying more funding for higher education to students (via student aid) and less to institutions (via direct appropriations). This aggregate trend—pronounced in some states—implies a more competitive environment and perhaps a movement toward a "high tuition-high aid" funding policy that would substantially increase tuition charges for affluent students at public institutions while reducing charges to needy students. The approach has many pitfalls—notably its potential for drying up support for public higher education from its politically critical middle-class constituency, but it may be a policy option we must soon confront.

We in higher education must weigh and shape our options. If we do not, the future will surely shape us.

NOTES

[1] Magnusson, 1994, 24. Putnam, 1994.

[2] McPherson and Schapiro, 1991, chapter 6.

[3] Marshall and Tucker, 1992.

[4] Brinner and Wyss, 1995, 6. Economists count the four-year-plus recovery period from the official end of the 1990-91 recession.

[5] Starting in FY 1993, Medicaid surpassed higher education as the second largest state general fund expenditure category after elementary and secondary education (Brownstein cited in Hines and Pruyne, 1995, 2). From a peak of 8.15 percent of state and local government expenditures in 1982, the proportion devoted to higher education steadily declined to 6.37 percent in 1993 (Mortenson, 1995a, 11).

[6] McIntire, 1995, 12

[7] In 1993, for example, voters in the state of Washington passed Initiative 601 limiting the growth in general fund appropriations to the average rate of population growth plus the inflation rate for the three previous years. This growth rate is much less than the growth of Medicaid, corrections, and welfare caseloads.

[8] Under current proposals, states would not have to meet all the caseload growth in the programs, since the entitlement status of clients under federal law would end. But many states would then enact similar entitlements, and in states that did not, political competition for funding between college students and, say, children in need of nutrition or social services would still increase.

[9] Northwest Policy Center and U.S. Bank, 1994, 2.

[10] Magnusson, 1994, 24.

[11] Putnam, 1994, 10.

[12] Dunphy, 1995, F1.

[13] "Will Stock and Bond Markets Continue To Reassure Fed on Dollar's Decline?" 1995, A2.

[14] "Jobless Rate is Up; So is Fear of Recession," 1995, B3.

[15] Harper, 1995, A3.

[16] *Ibid.*

[17] Blumenthal, 1995, A5.

[18] Harper, 1995, A3.

[19] McClain, 1995. "Jobless Rate is Up; So is Fear of Recession," 1995, B3.

[20] *"Jobs Jump Surprisingly for the Month of June."* 1995.

[21] Except as otherwise indicated, the statistics and assessments in this section are from Costa, *et al.*, 1995.

[22] National Governors' Association, National Association of State Budget Officers (NGA/NASBO), 1995, 15.

[23] According to Costa, *et al.*, 1995, the Pacific Southwest States include: Arizona, California, Colorado, Hawaii, Nevada, New Mexico, and Utah. The South Atlantic States include: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia.

[24] According to the National Governors' Association, the Rocky Mountain States include: Colorado, Idaho, Montana, Utah, and Wyoming. The Southwest States include: Arizona, New Mexico, Oklahoma, and Texas.

[25] So were California and Hawaii, two of the worst performers.

[26] NGA/NASBO, 1994, 16.

[27] Northwest Policy Center and U.S. Bank, 1994, 4.

[28] Personal income in Iowa increased 10.9 percent, South Dakota 9.5 percent, North Dakota 8.6 percent, and Michigan 8.5 percent. Commerce Department

figures cited in the "Farm States Lead in Income Gains," 1995, A2.

[29] According to the National Governors' Association, the Plains States include: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. NGA/NASBO, 1995, 16.

[30] NGA/NASBO, 1995, 13.

[31] Perez, 1995, 3.

[32] *Ibid.*, 1.

[33] NGA/NASBO, 1995, 14.

[34] Alabama, Arkansas, and Louisiana had the lowest year-end balances.

[35] Connecticut, Maine, New York, and Vermont were the lowest states in this region.

[36] The New England states (2.2 percent, down from 2.8 percent in FY 1994) and the Middle-Atlantic states (2.9 percent, down from 3.2 percent in FY 1994) generated the smallest weighted average balances. These regions were followed by the Southeast states (4.1 percent, up from 3.9 percent), the Great Lakes states (5.6 percent, up from 4.4 percent) and the Far West states (5.7 percent, up significantly from 2.8 percent). The Rocky Mountain states (7.0 percent, down from 7.8 percent), the Plains states (7.8 percent, down from 8.0 percent), and Southwest region (11.6 percent, up significantly from 7.9 percent in FY 1995) generated very healthy balances for the third straight year.

[37] NGA/NASBO, 1995, 2. Since most legislatures were still meeting at the time of writing, the governors budget proposals for fiscal year 1996 were the latest figures available.

[38] *Ibid.*, 10.

[39] *Ibid.*, 2. Ten states cut enacted budgets in FY 1994, 22 in FY 1993 and 35 in FY 1992.

[40] *Ibid.*, 1995, 9.

[41] The states with the strongest increases were: Florida, Hawaii, Ohio, South Dakota, Vermont, and Wisconsin (NGA/NASBO, 1995, 10-11). These are figures from the governors' proposed budgets.

[42] Perlman, 1995, 25. New Jersey, Arizona, Connecticut, and New York weighed the most significant reductions (NGA/NASBO, 1995, 12).

[43] Only New Jersey, New York, and Connecticut still expected to enact large tax cuts in 1995 (Gold, 1995b).

[44] NGA/NASBO, 1995, 3.

[45] *Ibid.*, 2.

[46] Missouri, North Dakota, Montana and Oregon.

[47] McIntire, 1995, 10.

[48] Mackey, 1994, vii.

[49] NGA/NASBO, 1995, 18-20.

[50] Walters, 1995, 11, and St. George, 1995, 12.

[51] St. George, 1995, 15.

[52] There has been relatively little movement thus far toward block grants in higher education. Most federal higher education support is for research and student aid, while states already finance the public colleges and universities and additional student aid.

[53] Gurwitt, 1995, 18. Republicans control the executive and legislative branches in the populous states of Illinois, Michigan, New Jersey, Ohio, Pennsylvania and Wisconsin.

[54] McIntire, 1995, 13.

[55] Mackey, 1994, 7-8.

[56] Mahtesian, 1995, 26.

[57] Mahtesian, 1995, 30.

[58] *Ibid.*, 29-30.

[59] Gold, 1995a, 6.

[60] Mahtesian, 1995, 31.

[61] Lemov, 1995.

[62] Eckl, *et al.*, 1994, 17.

[63] *Ibid.*, 37.

[64] NGA/NASBO, 1995, 5.

[65] Perez, 1995, 6.

[66] Lemov, 1995, 27.

[67] Gold, 1995a, 14.

[68] Eckl, *et al.*, 1994, 30.

[69] "Three Strikes': Serious Flaws and a Big Price Tag," 1994, 5. Washington and California already have such laws.

[70] "Three Strikes': Serious Flaws and a Big Price Tag," 1994, 5.

[71] Gold, 1995a, 13.

[72] Perlman, 1995, 25.

[73] NGA/NASBO, 1995, 3.

[74] *Ibid.*

[75] Eckl, *et al.* 1994, 18.

[76] *Ibid*, 21.

[77] According to Carroll *et al.*, after accounting for projected increased expenditures for health and welfare, corrections, and primary and secondary

education, the percentage of California general fund appropriations to higher education is projected to fall from 13 percent in fiscal year 1995 to less than 4 percent in fiscal year 2002 (1994, 3). Even assuming a more optimistic scenario "that six percent of California's general fund appropriations go to higher education" by 2002 the California State University system is expected to turn away 200,000 to 300,000 students whom it would not turn away today (Carroll, 1994, 3.) This suggests the magnitude of the potential crisis created by the juxtaposition of the spending trends mentioned above, even before considering the implications of the new fiscal federalism or of the large surge in demographically-driven demand for access to higher education in states like California (see Figure 5 for examples of other states facing large increases in the college-age population).

[78] General funds provide most state support for higher education.

[79] Eckl, *et al.*, 1994, 26.

[80] Mortenson, 1995b, 13-14.

[81] Hines, 1995, 6.

[82] Eckl, *et al.*, 1994, 27-28.

[83] Hines and Pruyne, 1995, 16.

[84] Alaska, California, Oregon, Maine, Montana, North Dakota, Nevada, Oklahoma, and Vermont.

[85] Hines and Pruyne, 1995, 13. This percentage omits California, which experienced an unusual 27 percent decline due to a change in funding arrangements.

[86] Hines and Pruyne, 1995, 13. Zumeta, 1994.

[87] Eckl, *et al.*, 1994, 40.

[88] Mortenson, 1994b, 9.

[89] College Board, 1994, Table 3.

[90] This figure is for 1992. Mortenson, 1994a, 2.

[91] *Ibid.*, 13.

[92] *Ibid.*, 14.

[93] Eight years of elementary education or less (-25 percent), 1-3 years of high school (-35 percent), 4 years high school (-16 percent), 1-3 years college (-11 percent) and 4 years college (-2 percent). Mortenson, 1994a, 14.

[94] Patterns for flagship research universities and community colleges were similar. Washington State Higher Education Coordinating Board, 1995, Tables 1-10.

[95] The figures are resident undergraduate tuition and required fees for state universities and colleges (Washington State Higher Education Coordinating Board, 1995, Table 5).

[96] Lenth, 1993.

[97] "Rinehart tells faculty of budget woes," 1994.

[98] Western Interstate Commission for Higher Education, 1995, 2.2-2.

[99] Lenth, 1993.

[100] Heinz, 1995, 1; Lenth, 1993; Western Interstate Commission for Higher Education, 1995, 2.1-2.

[101] Honan, 1995, B8. The states included California, Colorado, Montana, North Carolina, Oregon, Texas and Washington.

[102] *Ibid.*, A1.

[103] *Ibid.*, B8.

[104] Mortenson, 1993, 8. No systematic data are available.

[105] National Association of State Universities and Land Grant Colleges, 1994, 4.

[106] El-Khawas, 1994, 13.

[107] Thirty percent of the institutions cited to "maintain enrollment" as an important challenge. *Ibid.*, 30.

[108] Trombley, 1995b, 7.

[109] *Ibid.*, 7.

[110] *Ibid.*, 1.

[111] The College Board, 1994, 3.

[112] *Ibid.*

[113] *Ibid.*

[114] *Ibid.*

[115] *Ibid.*, 2, 3.

[116] Hartle cited in Hines and Pruyne, 1995, 3.

[117] Zook, 1994, A36.

[118] Gladieux, 1995, 2.

[119] Mortenson, 1994d, 11.

[120] Mortenson, 1994c, 6. These very needy recipients qualify for substantial state need-based aid even after receiving the maximum federal Pell grant. Seventeen states and the District of Columbia increased the percentage of their Pell recipients receiving state grants over this period.

[121] Zumeta, 1993. In contrast to the current pattern, student aid programs were cut more sharply than institutional appropriations during the fiscal difficulties of the early 1980s.

[122] Lenth, 1993. Western Interstate Commission for Higher Education, 1995.

[123] California Higher Education Policy Center, 1994, 7. See also Zumeta, 1994, 1996.

[124] California Higher Education Policy Center, 1994, 7.

[125] California Higher Education Policy Center, 1995, 4.

[126] Costa, *et al.*, 1995. "Jobless Rate is Up; So is Fear of Recession," 1995, B3.

[127] McIntire, 1995.

[128] The lean budgets recommended by the governors for FY 1996 (in aggregate up just 2.5 percent from 1995 in spite of the improving economy) testify to the impact of the new regime in the statehouses. No systematic data are yet available about legislative actions on these budget proposals.

[129] Breneman, 1993; California Higher Education Policy Center, 1994, 7. Zumeta, 1994. California Higher Education Policy Center, 1995, 1,4.

REFERENCES

Blumenthal, K., "Existing-Home Sales Rose Moderately During March on Lower Mortgage Rates," *Wall Street Journal* (April 26, 1995), A5.

Breneman, D., "Higher Education: On a Collision Course with New Realities," *American Student Assistance* (December, 1993).

Brinner R. and Wyss, D., "New Year's Resolutions," in DRI/McGraw-Hill, *Review of the U.S. Economy* (Lexington, Mass.: Author, January, 1995), 1-7.

Brownstein, R., "States' Medicaid Costs Top Higher Education Outlays," *Los Angeles Times* (July 27, 1993).

California Higher Education Policy Center, "Private Colleges Have Room," *Cross Talk* 2 (2) (April, 1994), 7.

California Higher Education Policy Center, "A State of Emergency: Harvard Educator Offers Solutions to California's Higher Education Crisis," *Cross Talk* 3 (1) (January, 1995), 1,4.

Carroll, S., McCarthy K., and Wade, M., "California's Looming Budget Crisis," *RAND Research Review* 18 (2) (Fall, 1994), 1-4.

The Chronicle of Higher Education, *The Chronicle of Higher Education Almanac* (Washington, D.C.: Author, September 1, 1995).

The College Board, "Rate of Tuition Increases Drops at Most Colleges in 1994-95," Press Release, (September 28, 1994), 1-5.

__, *Trends in Student Aid: 1984 to 1994* (Washington, D.C.: The College Board, September, 1994).

Costa J., Johnson S., Kloepfer J., and Walker, D., "U.S. Regional Economies: Politics and Trade Will Play Key Roles," in DRI/McGraw-Hill, *Review of the U.S. Economy* (Lexington, Mass.: Author, January 1995), 29-39.

Dunphy, S., "Found! Greenspan's Inflation," *Seattle Times* (April 16, 1995), F1.

Eckl, C., Carter K., and Perez, A., *State Budget Actions* (Denver, Colo.: National Conference of State Legislatures, November 1994).

El-Khawas, E., *Campus Trends 1994* (Washington, D.C.: American Council on Education, July 1994).

"Farm States Lead in Income Gains," *Wall Street Journal* (April 28, 1995), A2.

Gladieux, L. and King, J., *Trends in Student Aid: California* (Washington, D.C.: The College Board, January, 1995).

Gold, S., Is the State Fiscal Crisis Over? (Albany, N.Y.: Center for the Study of the States, January, 1995).

Gold, S., "Tax Cut Prospects Alive But Somewhat Dimmer," *State Fiscal Brief* 29 (March, 1995b), 1-2.

Gurwitt, R., "The Strains of Power," *Governing* 8 (5) (February, 1995), 17-22.

Harper, L., "Housing Starts Tumbled 7.9% in March In Latest Sign of Slowing U.S. Economy," *Wall Street Journal* (April 20, 1995), A3.

Hartle, T., "How people Pay for College: A Dramatic Shift," *The Chronicle of Higher Education* (November 9, 1994).

Heinz, M., "Faculty Want Grad Tuition to Reflect Future Income," *University of Washington Daily* (February 27, 1995), 1,3.

Honan, W., "State Universities Reshaped In the Era of Budget Cutting," *New York Times* (February 22, 1995), A1, B8.

Hines, E., and Pruyne G., *State Higher Education Appropriations* (Denver, Colo.: State Higher Education Executive Officers, March, 1995).

"Jobless Rate is Up; So is Fear of Recession," *Seattle Post-Intelligencer* (May 5, 1995), B3.

"Jobs Jump Surprisingly for the Month of June," *Seattle Post-Intelligencer* (July 8, 1995).

Lemov, P., "The Medicaid Numbers Game," *Governing* 8 (8) (May, 1995), 27.

Lenth, C., *The Tuition Dilemma: State Policies and Practices in Pricing Public Higher Education* (Denver, Colo.: State Higher Education Executive Officers, December, 1993).

Mackey, S.R., *State Tax Actions 1994* (Denver, Colo.: National Conference of State Legislatures, October, 1994).

Magnusson, P., "The Job Machine Hasn't Bounced Back With This Recovery," *Business Week* (September 19, 1994), 24.

Mahtesian, C., "The Captains of Conservatism," *Governing* 8 (5) (February, 1995), 26-31.

Marshall, R. and Tucker, M. *Thinking for a Living: Education and the Wealth of Nations* (New York: Basic Books, 1992).

McClain, J., "Increase in Jobless Rate Rattles Markets," *Seattle Post-Intelligencer* (April 7, 1995).

McIntire, J., "The Fiscal Policy Environment in Washington State: Trends, Restrictions, and Implications for Low-Income and Vulnerable Populations" (Seattle, Wash.: Fiscal Policy Center, Institute for Public Policy and Management, University of Washington, May, 1995).

McPherson, M. and Schapiro, M., *Keeping College Affordable: Government and Educational Opportunity* (Washington: The Brookings Institution, 1991).

Mortenson, T., "Updating the Refinancing of Higher Education through the National Income and Product Accounts," *Postsecondary Education OPPORTUNITY* 32 (February, 1995a), 9-12.

______, "FY1995 State Budget Actions," *Postsecondary Education OPPORTUNITY* 31 (January, 1995b), 13-16.

______, "Children, Family Income and College Affordability," *Postsecondary Education OPPORTUNITY* 19 (January, 1994a), 1-6.

______, "Institutional Charges," *Postsecondary Education OPPORTUNITY* 19 (February, 1994b), 6-10.

______, "State Need-Based Grant Coverage of Pell Grant Recipients," *Postsecondary Education OPPORTUNITY* 22 (April, 1994c), 1-6.

______, "FY1995 State Appropriations for Higher Education: Looking Better, But That Isn't Saying Much," *Postsecondary Education OPPORTUNITY* 27 (September, 1994d), 7-11.

______, "Higher Education Crowded Out Again in State Budget Priorities in FY 1994," *Postsecondary Education OPPORTUNITY* 17 (October, 1993), 6-9.

National Association of State Scholarship and Grant Programs [NASSGP], *Twenty-fourth Annual Survey Report, 1992-93 Academic Year* (Harrisburg, Pa.: Pennsylvania Higher Education Assistance Agency for NASSGP, 1993).

National Association of State Scholarship and Grant Programs [NASSGP], *Twenty-fifth Annual Survey Report, 1993-94 Academic Year* (Harrisburg, Pa.: Pennsylvania Higher Education Assistance Agency for NASSGP, 1994).

National Association of State Universities and Land Grant Colleges, "Enrollment Down First Time in Seven Years," *NASULGC Newsline* (October, 1994), 4.

National Governors' Association, National Association of State Budget Officers, *The Fiscal Survey of States* (Washington, D.C.: Author, April, 1995).

National Conference of State Legislatures, *1995 State Legislative Priorities* (Denver, Colo.: Author, February, 1995).

Northwest Policy Center and U.S. Bank, *The 1995 Portrait: Regional Economic Review and Outlook*, (Seattle, Wash.: Northwest Policy Center, University of Washington, 1994).

"The Outlook for Higher Education in the 50 State Legislatures This Year," *The Chronicle of Higher Education* (January 6, 1995), A26-32.

Perez, A., *State Fiscal Outlook for 1995* (Denver, Colo.: National Conference of State Legislatures, January, 1995).

Perlman, E., "Ten Legislative Issues to Watch in 1995," *Governing* 8 (5) (February, 1995), 24-25.

Putnam, G., "Midwest Economic Recovery, Job Growth Outpace Nation," *Workforce* 3 (4) (Fall, 1994): 8-16.

"Rinehart Tells Faculty of Budget Woes," *University Week* (University of Washington) (December 8, 1994), 1, 8.

St. George, J., "Unfunded Mandates: Balancing State and National Needs," *The Brookings Review* 13 (2) (Spring, 1995), 12-15.

"Three Strikes': Serious Flaws and a Big Price Tag," *RAND Research Review* 18 (2) (Fall, 1994), 5-7.

Trombley, W., "Downward Trend: Enrollment at California's Public Colleges and Universities Continues to Decline," *Cross Talk* 3 (1) (January, 1995), 1, 6-7.

Walters, J., "The Myth of Mandate Relief," *Governing* 8 (7) (April, 1995), 11.

Washington State Higher Education Coordinating Board, *1994-95 Tuition and Fee Rates: A National Comparison* (Olympia, Wash.: Author, March, 1995).

Western Interstate Commission for Higher Education, *Policies and Data for Higher Education in the West* (DRAFT), (Boulder, Colo.: Author, February, 1995).

"Will Stock and Bond Markets Continue To Reassure Fed on Dollar's Decline?," *Wall Street Journal* (April 20, 1995), A2.

Zook, J., "Dramatic Increases in Student Borrowing Reported At Many Colleges," *The Chronicle of Higher Education* (February 16, 1994), A36.

Zumeta, W., "Meeting the Demand for Higher Education Without Breaking the Bank," *The Journal of Higher Education, 1996,* (forthcoming).

____, "State Policies and Independent Higher Education: A Report on National Surveys of Three Key Groups of Policy Players," Report to the

BENEFITS AND RETIREMENT: A CHANGING ENVIRONMENT

by Jay L. Chronister

Jay Chronister is professor of higher education and chair of the Department of Educational Leadership and Policy Studies at the University of Virginia.

Chronister's research interests and recent publictions address issues involving faculty careers, incentive retirement programs, retirement planning, and faculty benefit issues.

Chronister earned his doctorate in higher education from the University of Pittsburgh and has held faculty and administrative positions with the Pennsylvania State University and the University of Pittsburgh.

College and university faculty members and administrators are justifiably paying increasing attention to benefit plans and their components. Medical and dental insurance cost containment measures, the 1990 introduction of cashability and transferability into TIAA-CREF's pension plans, and the proliferation of competing retirement plans imply increased faculty and staff responsibility for decisions affecting their benefits.

This chapter addresses:

- the average cost of key benefits and how these costs differ by faculty contracts and by type and control of institution;
- the need for institutions to provide financial and retirement planning for faculty and staff; and,
- the increasing requests for access to benefits for domestic partners.

Historical Perspective on Costs

Between 1989-90 and 1993-94, increases in average benefit costs outstripped average salary increases—26.0 percent to 16.0 percent. Average benefit expenditures in current dollars increased 23.3 percent (from $9,328 to $11,503) at public institutions, and from 32.1 percent ($9,249 to $12,215) at independent institutions (Figure 1).[1]

Benefit Expenditures 1993-94

Average benefit costs as a share of salary expenses for faculty members continued to increase between 1992-93 and 1993-94—from 24.9 percent to 25.2 percent of salary for 9/10 month faculty members. (Tables 1 and 2) Public institutions averaged a higher percentage of benefit costs for 9/10 month faculty members—25.6 percent public vs. 24.2 percent independent. Average expenditures for public colleges and universities ranged from $10,244 at BA colleges to $11,971 at doctoral institutions. Expenditures at independent institutions ranged from $7,843 at AA colleges to $14,602 at doctoral institutions—a significantly greater amount than the average expenditures at any other type of institution.

The average benefit cost for faculty members on 11/12 month appointments increased from 22.8 percent to 23.1 percent during the same period (Table 2). Again, the average benefit expenditures were higher at the public

BEST COPY AVAILABLE

TABLE 1

AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY, FACULTY ON 9/10 MONTH CONTRACTS BY OFFERING LEVEL AND CONTROL, 1993-94

Institution Type and Benefit Control Compensation Category	Public	Indep.	Average
AA			
Salary($)	40,620	29,720	40,410
Benefits ($)	10,340	7,843	10,281
Benefits (% of Salary)	25.5%	26.4%	25.4%
BA			
Salary($)	39,502	39,716	39,658
Benefits ($)	10,244	9,832	9,941
Benefits (% of Salary)	25.9%	24.8%	25.1%
BA+			
Salary($)	43,821	41,814	43,150
Benefits ($)	11,790	10,286	11,239
Benefits (% of Salary)	26.9%	24.6%	26.0%
Doctoral			
Salary($)	48,551	58,891	51,581
Benefits ($)	11,971	14,602	12,690
Benefits (% of Salary)	24.7%	24.8%	24.6%
Average			
Salary($)	44,545	49,910	45,901
Benefits ($)	11,404	12,063	11,587
Benefits (% of Salary)	25.6%	24.2%	25.2%

NOTE: Based on 86.4 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

TABLE 2

AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY FACULTY ON 11/12 MONTH CONTRACTS BY OFFERING LEVEL AND CONTROL, 1993-94

Institution Type and Benefit	Public	Indep.	Average
AA			
Salary($)	38,581	33,660	38,362
Benefits ($)	9,482	6,943	9,344
Benefits (% of Salary)	24.6%	20.6%	24.4%
BA			
Salary($)	48,382	37,605	38,991
Benefits ($)	10,838	7,893	8,390
Benefits (% of Salary)	22.4%	21.0%	21.5%
BA+			
Salary($)	53,525	40,164	46,677
Benefits ($)	12,286	8,127	10,570
Benefits (% of Salary)	23.0%	20.2%	22.6%
Doctoral			
Salary($)	65,156	60,105	64,144
Benefits ($)	14,210	14,572	14,277
Benefits (% of Salary)	21.8%	24.2%	22.3%
Average			
Salary($)	54,465	50,536	53,673
Benefits ($)	12,672	11,437	12,391
Benefits (% of Salary)	23.3%	22.6%	23.1%

NOTE: Based on 86.4 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

institutions in dollars and as a percent of salary, with the same exception—dollars at independent doctoral institutions. Average dollar expenditures for benefits for 9/10 month and 11/12 month appointees at independent doctoral institutions were nearly equal.

Tables 3 and 4 disaggregate benefit costs for 1993-94. Retirement contributions, medical and dental costs, and Social Security payments accounted for the vast majority of expenditures—from slightly over 80 percent at independent institutions to more than 90 percent at public institutions for 9/10 month faculty.[2]

Retirement was the largest expenditure category for faculty members at public institutions on 9/10 and 11/12-month contracts. Average costs for 9/10 month faculty ranged from $3,801 at public BA colleges to $5,006 at public doctoral institutions, and from $1,913 at independent AA colleges to $5,096 at independent doctoral institutions; the costs for retirement contributions varied by type of institution for 11/12 month faculty members.

Medical/dental benefit costs averaged $1,681 at independent AA colleges and $3,532 at BA+ institutions (Table 3). The majority of institutional types, on average, expended over $3,100 per 9/10 month faculty member and in the mid-$2,000 range per 11/12 month faculty member for this benefit.

Retirement Contributions

Retirement contributions were a much larger share of average benefit costs for public institutions—38.2 percent and 24.4 percent of benefit costs at public and independent AAs,

TABLE 3

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1993-94

Offering Level Benefit	Control Public	 Indep.	 Average
AA			
Retirement	$3,946	$1,913	$3,889
Medical/Dental	3,455	1,681	3,414
Group Life Insurance	145	79	144
Other Insurance Benefits	186	970	204
Disability	105	72	105
Tuition Plan	42	255	47
Housing Plan	0	81	2
Social Security	1,962	2,236	1,969
Unemployment Comp.	119	282	123
Worker's Comp.	301	240	300
Other Benefits	77	36	76
Total	10,340	7,843	10,281
BA			
Retirement	3,801	2,878	3,122
Medical/Dental	3,167	2,317	2,542
Group Life Insurance	97	165	147
Other Insurance Benefits	90	94	93
Disability	55	132	112
Tuition Plan	139	789	617
Housing Plan	7	84	64
Social Security	2,509	2,851	2,761
Unemployment Comp.	59	138	117
Worker's Comp.	296	292	286
Other Benefits	24	100	80
Total	10,244	9,832	9,941
BA+			
Retirement	4,515	2,934	3,936
Medical/Dental	3,532	2,587	3,186
Group Life Insurance	121	168	138
Other Insurance Benefits	67	149	97
Disability	85	133	103
Tuition Plan	78	732	318
Housing Plan	0	61	22
Social Security	2,995	2,999	2,996
Unemployment Comp.	88	138	107
Worker's Comp.	292	326	305
Other Benefits	16	58	32
Total	11,790	10,286	11,239
DOCTORAL			
Retirement	5,006	5,096	5,031
Medical/Dental	3,115	3,335	3,175
Group Life Insurance	128	215	152
Other Insurance Benefits	193	68	159
Disability	107	141	116
Tuition Plan	111	1,119	386
Housing Plan	4	31	11
Social Security	2,863	3,789	3,117
Unemployment Comp.	79	161	101
Worker's Comp.	299	336	309
Other Benefits	65	311	133
Total	11,971	14,602	12,690
Average	11,404	12,063	11,587

NOTE: Based on 86.44 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.
SOURCE: NCES, IPEDS Salary Survey, 1993-94.

respectively, for 9/10 month faculty members. These contributions were also, on average, a much larger percentage of *salary* at the public AA colleges. Comparable relationships exist between pension contributions and benefit costs, and average salary for other types of institutions (Table 5).

Medical/Dental Expenditures

Table 6 provides a ratio of average dollar expenditures for health care to average benefit expenditures and average salary. Insurance costs—a major benefit expenditure in all institutional categories—ranged from 26.0 to 33.4 percent of benefit costs for 9/10 month faculty at public colleges and universities, and from 21.4 to 25.2 percent for colleagues at independent institutions. Medical/dental expenditures for 11/12 month faculty were a larger share of benefit costs and percentage of salary at independent institutions. The ratio of average health care expenditures to percent of average salary is a measure of the relative importance of this benefit. It identifies what a participant would have had to pay to obtain the coverage through the institution's group plan.

Social Security

The ratio of the costs of Social Security—the third major expense item in the typical benefits plan—to overall benefit costs for 9/10 month faculty range from 19.0 to 25.4 percent at public colleges and universities, and from 23.9 to 29.2 percent at independent institutions. Faculty members on 11/12 month contracts show slightly higher average expenditure ranges. The expense for the institution and for the participant includes the FICA tax, which has a salary cap, and the Medicare tax, which has no cap. (Table 7)

Figure 2 shows the dollar value of major categories of benefit expenditures by type and control of institution. The tuition plan is the largest average single cost within the "other" category at independent BA, BA+, and doctoral institutions—8.0, 7.1, and 7.7 percent of benefit expenditures respectively. "Other Insurance Benefits (Cafeteria Plan, etc.)" is the largest "other" expenditure for independent AA colleges—12.4 percent of benefit expenditures (Table 3).

Resources for discretionary additions to benefit plans are limited—many institutions require zero cost-based or revenue neutral adjustments—at a time of fiscal constraint, limited dollars for salary increases, and increased costs for the three major benefit categories. The 1994 health care debate in Congress and the subsequent congressional elections reduced the likelihood that federal health care reform would provide immediate relief. Colleges and universities, instead, look to managed care programs and plans with larger deductibles to control, though probably not reduce, these costs.

Aging of the Professoriate

New data sources permit us to trace some implications of a "graying" professoriate. The 1988 National Survey of Postsecondary Faculty (NSOPF-88) and the 1993 National Study of Postsecondary Faculty (NSOPF-93), for example, provide data on the aging trend of the professoriate. The proportion of full-time faculty members age 55 or older increased from 17 percent in 1977-78 to 25 percent in 1987-88, and to 26 percent in 1992-93.[3] The proportion of part-time faculty in this age group increased from 17 percent in 1987-88 to 21 percent in 1992-93.[4] The estimated number of full-time faculty members age 70 and older increased from 2,456 to 5,654 during this period; the number over 70 increased from 1,146 to 3,930.[5] The proportion of faculty members who worked beyond 70, the previous mandatory retirement age, also increased.

NSOPF-93 provides data on the effect of the abolition of mandatory retirement (January 1, 1994) on the plans of faculty members. Table 8 shows the distribution of full-time faculty members in 1992-93 by age category and the proportion of surveyed respondents in each category who considered retirement "very likely" within the next three years.

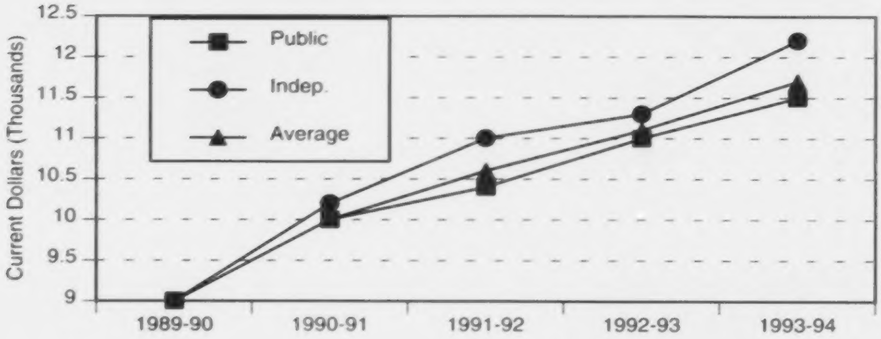
The vast majority of faculty felt they were "very likely" to retire prior to age 70. Over two-thirds of 70-year old faculty members, and one-third of their colleagues over 70 were "very likely" to retire within three years.

Retirement Planning— Never Too Early To Start

How do faculty members plan for retirement? Do the planning processes affect the

FIGURE 1

CHANGE IN AVERAGE BENEFIT COSTS IN CURRENT DOLLARS, 1989-90 TO 1993-94



Based on 1508 institutions (47.7% of the NEA National Faculty Salary Universe) reporting data in all years.

Source: NCES, IPEDS Salary Survey, 1989-90 through 1993-94

TABLE 4

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1993-94

	Control		
Offering Level Benefit	Public	Indep.	Average
AA			
Retirement	$3,826	$1,150	$3,681
Medical/Dental	2,693	2,455	2,680
Group Life Insurance	82	121	84
Other Insurance	151	1	143
Disability	65	53	64
Tuition Plan	83	144	86
Housing Plan	1	0	1
Social Security	2,285	2,342	2,288
Unemploy. Comp.	66	201	73
Worker's Comp.	159	249	164
Other Benefits	73	227	81
Total	9,482	6,943	9,344
BA			
Retirement	4,151	1,783	2,182
Medical/Dental	2,922	2,675	2,717
Group Life Insurance	75	116	109
Other Insurance	83	53	58
Disability	43	108	97
Tuition Plan	63	278	242
Housing Plan	0	114	95
Social Security	3,119	2,351	2,481
Unemploy. Comp.	43	110	99
Worker's Comp.	204	239	233
Other Benefits	134	64	76
Total	10,838	7,893	8,390
BA+			
Retirement	5,312	2,585	3,831
Medical/Dental	2,792	2,320	2,536
Group Life Insurance	235	158	193
Other Insurance	53	111	85
Disability	132	142	137
Tuition Plan	31	371	215
Housing Plan	0	108	59
Social Security	3,291	2,838	3,045
Unemploy. Comp.	85	131	110
Worker's Comp.	303	304	304
Other Benefits	52	59	56
Total	12,286	9,127	10,570
DOCTORAL			
Retirement	6,477	5,160	6,234
Medical/Dental	3,049	3,599	3,151
Group Life Insurance	144	191	153
Other Insurance	268	46	227
Disability	115	144	120
Tuition Plan	125	788	247
Housing Plan	3	357	68
Social Security	3,490	3,461	3,485
Unemploy. Comp.	99	178	114
Worker's Comp.	322	418	340
Other Benefits	119	229	139
Total	14,210	14,572	14,277
Average	12,672	11,437	12,391

NOTE: Based on 86.44 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.
SOURCE: NCES, IPEDS Salary Survey, 1993-94.

expected age of retirement? Will retirees be satisfied with their plans? And what factors influence the decisions of the faculty members who continue to work?

Colleges and universities face a major challenge as an increasing proportion of the faculty members approach the time for decisions about retirement. A study of faculty retirees indicated that only 23 percent of the respondents received institutional counseling for retirement. But the same survey reported a strong correlation between institutional assistance and the degree of faculty satisfaction with retirement. Individuals who reported thorough planning were almost twice as likely to be very satisfied with retirement than colleagues who reported limited planning.[6] "[A] most important failure among higher education personnel programs," notes one study, is, "the failure to spend as much time developing retirement planning programs as on orientation programs for new faculty."[7] The absence of a mandatory retirement age also heightens the importance of identifying and clarifying the factors that affect the retirement planning and satisfaction of faculty and staff members.

Institutional responsibility for assisting faculty with retirement planning arises from two sources:

- A concern for the well-being of retirees from the institution and the need to assist faculty with seriously considering retirement in the absence of a mandatory retirement age.

Many faculty members did not seriously plan for retirement when separation from the institution was mandated. Nonplanners, studies found, were less prepared for retirement and less satisfied than planners.[8]

Associations and companies, noting the

TABLE 5

AVERAGE PENSION CONTRIBUTIONS AS A PERCENTAGE OF AVERAGE BENEFIT COSTS AND AVERAGE SALARY, 1993-94

	Percent of Benefit Costs		Percent of Salary	
	Public	Indep.	Public	Indep.
9/10 Month Faculty				
AA	38.2	24.4	9.7	6.5
BA	37.1	29.3	9.6	7.2
BA+	38.3	28.5	10.3	7.0
Doctoral	41.8	34.9	10.3	8.7
11/12 Month Faculty				
AA	40.4	16.6	9.9	3.4
BA	38.3	22.6	8.6	4.7
BA+	43.2	28.3	9.9	6.4
Doctoral	45.6	35.4	9.9	8.6

NOTE: Based on 86.4 percent of NEA's faculty salary universe (2,735 institutions reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

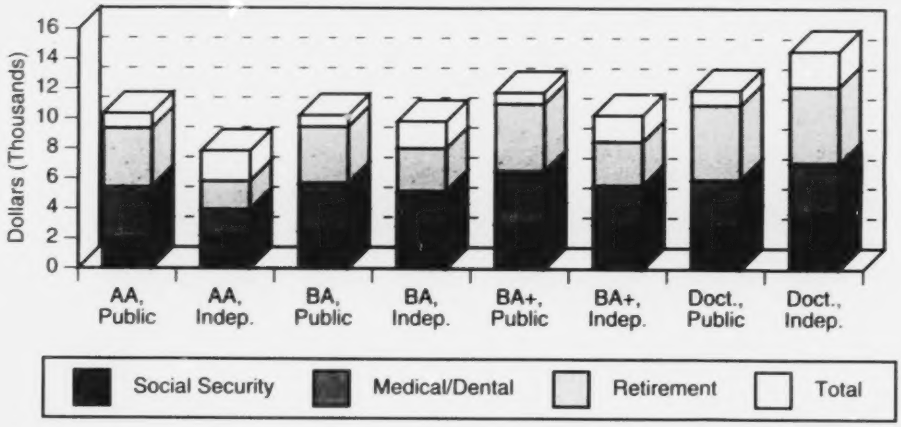
findings of these studies, are now working to show human resource, personnel, and benefits administrators that faculty and staff are more likely to plan for retirement and to view retirement as a normal career prospect if they receive counseling on their financial and health care concerns, post-retirement activities, housing, and other life-style issues.[9] Long-range planning programs that view retirement as a career transition, not an end point, may help to alleviate financial concerns and to define post-retirement activities. These programs may reduce the number of faculty members who continue to work solely because they have not considered alternative post-retirement activities.

This assistance also helps institutions to anticipate emerging issues, thereby improving the planning program and the retirement benefit plans, and to generate critical information on faculty supply and demand.[10]

- A need to educate and assist faculty and staff members to make sound investment decisions at a time of a broadened range of investment opportunities through tax-de-

FIGURE 2

DISTRIBUTION OF AVERAGE BENEFIT COSTS FOR 9/10 MONTH FACULTY BY INSTITUTIONAL TYPE AND CONTROL, 1993-94*



**Based on 86.44% of NEA's faculty salary universe reporting benefits data.*

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

ferred annuity and 403(b) retirement plans.[11] "Benefit staffs," a recent article notes, "should devote as much time and effort to investor education as they now do to health programs."[12]

The size of the retirement fund achieved through effective investing may relate directly to the age of retirement. Concerns about anticipated inadequate retirement income may be a significant factor in delaying retirement; faculty members may make considered decisions if they receive assistance in planning for retirement, especially in understanding the many investment opportunities provided through basic institutional retirement plans and supplemental retirement accounts.[13]

Faculty members and institutional representatives must distinguish between educational programs that demonstrate differences among investment options and programs that provide investment advice.[14] If a college ventures into advisement, should its staff provide the program or should it contract for services? If the college contracts for services, the chosen firm must not "sell" investment vehicles to avoid a conflict of interest.

When should the retirement planning program begin? A short-term perspective indicates that planning should begin at least five years before retirement.[15] But most analysts argue for a long term approach. One approach identifies three phases of retirement planning:

- The selection of a retirement plan that factors in a target retirement age, a desired retirement income, and an acceptable investment risk level.
- The pay-in (accumulation) stage, when the faculty member allocates funds between equity and fixed income investments. The allocation may change as the member ages.
- The pay-out or annuity stage, when the retirement income is received.[16]

The initiation of a career, other analysts argue, should mark the beginning of *continuous*, long-term preparation for retirement. The information and counsel offered may vary as faculty and staff members progress from the early retirement planning characteristic of the early career stages to middle preretirement planning, characteristic of the mid-career, and the intensive preretirement planning needed

TABLE 6

AVERAGE INSTITUTIONAL EXPENDITURES FOR MEDICAL/DENTAL BENEFITS AS A PERCENTAGE OF AVERAGE BENEFIT COSTS AND AVERAGE SALARY, 1993-94

	Percent of Benefit Costs		Percent of Salary	
	Public	Indep.	Public	Indep.
9/10 Month Faculty				
AA	33.4	21.4	8.5	5.7
BA	30.9	23.6	8.0	5.8
BA+	30.0	25.2	8.1	6.2
Doctoral	26.0	22.8	6.4	5.7
11/12 Month Faculty				
AA	28.4	35.4	7.0	7.3
BA	27.0	33.9	6.0	7.1
BA+	22.7	25.4	5.2	5.8
Doctoral	21.5	24.7	4.7	6.0

NOTE: Based on 86.4 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

TABLE 7

AVERAGE INSTITUTIONAL SOCIAL SECURITY CONTRIBUTIONS AS A PERCENTAGE OF AVERAGE BENEFIT COSTS AND AVERAGE SALARY, 1993-94

	Percent of Benefit Costs		Percent of Salary	
	Public	Indep.	Public	Indep.
9/10 Month Faculty				
AA	19.0	28.5	4.8	7.5
BA	24.5	29.0	6.4	7.2
BA+	25.4	29.2	6.8	7.2
Doctoral	24.3	23.9	5.9	6.4
11/12 Month Faculty				
AA	24.1	33.7	5.9	7.0
BA	28.8	29.8	6.4	6.3
BA+	26.8	31.1	6.1	7.1
Doctoral	24.6	23.8	5.4	5.8

NOTE: Based on 86.4 percent of NEA's faculty salary universe (2,735 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1993-94.

TABLE 8

PERCENT OF TOTAL FULL-TIME INSTRUCTIONAL FACULTY AGE 55 OR OLDER AND THEIR RETIREMENT PLANS, 1992-93.

Age Group	% of Faculty In Age Group	%Likely To Retire In 3 Years
55-59	12.7	10.4
60-64	8.5	31.6
65-69	3.4	46.8
70	0.3	68.2
Over 70	0.7	32.4

SOURCE: Derived from data from the National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF-93). Washington, D.C.: U.S. Department of Education.

in the late career stages. The need for postretirement planning continues well into retirement.[17] Ideally, the faculty member makes the key decisions, but the institution provides information and counseling since its benefit plans—pension plans, tax-sheltered annuity opportunities, and health care coverage—are critical to planning for the future.

Provision for retirement *should* be a long term process of addressing the monetary aspects of life cycle planning.[18] New full-time hires must be oriented to four key aspects—disability, health care, life insurance, and retirement income—as soon as they sign up for benefits.[19] Orientation is especially important to new faculty members who may choose among several types of plans in each area.

Most faculty members in the early stages of their careers focus on immediate financial security, not on retirement, and rely primarily on earned income for financial security. Counseling and educational activities should therefore note *both* short and long term benefits. Tax-sheltered savings and annuity plans, for example, may have salutary effects on current finances, and some annuity plans permit loans for major expenses during the pay-in phase.

Faculty members must also consider the amount of retirement income necessary to maintain the standard of living experienced during employment—at least 70 percent of employment income, according to many analysts. A realistic estimate requires projecting "real" income 15 to 20 years into retirement, after discounting for inflation.[20] One study notes, for example, "$40,000 of annual projected income today would in terms of 'real' dollars of purchasing power be worth only approximately $18,000 in 2014, assuming no appreciation and an inflation rate of 4 percent." [21]

These projections may prompt faculty members to develop multiple sources of retirement income. Many participants view Social Security as their basic source of retirement income, with other sources bringing the income up to the minimum needed retirement income.[22] But knowing the projected Social Security benefit may alert participants to the often substantial amount of income necessary from the pension plan, savings, and other personal sources to meet a determined retirement income level.

Once an income level is determined, faculty members must determine an acceptable level of investment risk—participants, not institutions, in defined contribution pension plans assume these risks. Last, participants, must decide upon an active or passive management strategy for their pension plan and any tax-deferred supplementary retirement accounts—a key decision in today's market of numerous investment vehicles.[23] Institutional education programs must note the implications of these decisions and alert faculty and staff to the need to supplement the income from a pension plan and Social Security with earnings from savings and other assets.

Faculty members must also ascertain the nature and costs of post-retirement health insurance that provides adequate coverage while assuring financial security. What coverage is available to colleagues who retire prior to the age of eligibility for Medicare? Can faculty members continue under the institution's group insurance? If so, at whose expense? What type of insurance is needed to provide secondary payer coverage after Medicare eligibility is attained? Last, does the faculty member recognize the potential effects of long-term care on finances?

Domestic Partner Benefits

Domestic partner benefit coverage is a topic of growing interest at colleges and universities with employment policies of nondiscrimination regarding sexual orientation and marital status. Will benefits be available to unmarried domestic partners, significant others, or same-sex spousal equivalents, living in domestic relationships that are perceived to be functionally equivalent to marriage? Much discussion emphasizes benefits for gay and lesbian domestic partners and their children, but some proposals include benefits requests for unmarried opposite-sex partners.[24]

Analysts have studied eligibility requirements, administrative and benefit costs, and legal issues involved in extending benefits to nonmarried domestic partners.[25] The definition of domestic partner or spousal equivalent is key to determining eligibility at institutions that provide these benefits. Partners are generally expected to have an exclusive mutual commitment similar to marriage, to have lived together in the same residence for a specified minimum amount of time, and to be financially interdependent and responsible for each other's welfare.[26]

Institutions contemplating extending domestic partner benefits usually ask about the extent of participation and the impact of a new enrollment group on costs, especially health care costs. To date, enrollment levels appear lower than expected, and health care premium increases appear marginal.[27]

Domestic partners and spousal equivalent arrangements fall outside the legal conditions applied to the standard contractual marriages. Institutional employees therefore face some tax implications when a partner acquires health benefits. Under IRS regulations, the employee pays the partner's portion of the cost of coverage on an after-tax rather than pre-tax basis. The institution's contribution toward the partner's coverage is subject to federal income tax and FICA.[28]

Thus far, independent institutions are more likely to offer domestic partner benefits. Independent colleges and universities comprised the majority of the 206 institutions that gave health benefits to domestic partners, according to one study.[29] Benefits at many public institutions, especially health insurance, are part of statewide plans that prescribe eligibility requirements. Restrictive statutes regarding sodomy and same sex marriages, for example, may prevent gay and lesbian couples from obtaining domestic partner benefits in some states.

CONCLUSION

A half decade of financial constraints, an aging faculty that faces decisions about retirement, and a continued increase in the costs of benefits challenge the economic viability of higher education.

A recent survey quantifies the extent of concern—all surveyed public institutions and 92 percent of surveyed independents identified financial issues as a major challenge, and 65 percent of the public and 33 percent of the independent respondents noted the inadequacy of current funding levels.[30] Only 26 percent of the public and 15 percent of the independent respondents rated their faculty compensation packages "excellent" or "very good." Conversely, 30 percent of the public colleges and universities and 37 percent of the independents rated faculty compensation as "fair" or "poor." [31]

Administrators and faculty members at many colleges thus express concern for both the salary and the benefits components of total compensation.

The same survey analyzed institutional expectations for faculty retirements and the effects of the abolition of mandatory retirement. Approximately two-thirds of surveyed colleges and universities—including 82 percent of public two-year, 59 percent of public four-year, and 54 percent of independent institutions—expected an increase in the rate of faculty retirements over the next five years.[32] Expected increases in the rate of retirements led to reduced concerns about the abolition of mandatory retirement—approximately 48 percent of independent universities and only 15 percent of their public counterparts expected any problem.[33]

Anticipation of increased retirements, uncertainty associated with abolition of mandatory retirement, and proliferation of investment vehicles impelled many institutions to focus on faculty retirement decision-making and to provide faculty with retirement planning.

An actual increase in the pace of retirements and even greater complexity in the investment environment will undoubtedly lead more institutions to offer retirement and financial planning programs for faculty and staff.

Employees may also seek information in these areas from their local and state Associations, and from their disciplinary organizations.

NOTES

[1] Based on 1508 institutions (47.7 percent of the NEA National Faculty Salary Universe) reporting data in all years. Source: NCES, IPEDS Salary Survey, 1989-90 through 1993-94.

[2] Chronister, 1995, 98.

[3] 1977-78=NEA, 1979, 9; 1987-88=NCES, 1990, 9; 1992-93=derived from data from the 1993 National Study of Postsecondary Faculty. Four percent of full-times faculty members were 65 or older in 1992-93.

[4] 1987-88=derived from data from the 1998 National Survey of Postsecondary Faculty; 1992-93=1993 National Study of Postsecondary Faculty.

[5] 1988 National Survey of Postsecondary Faculty; 1993 National Study of Postsecondary Faculty.

[6] TIAA/CREF, 1991, 4.

[7] Allen, 1993, 198.

[8] TIAA/CREF, 1991, 4.

[9] Hammond and Morgan, 1991, 89.

[10] Hammond and Morgan, 1991, 89.

[11] VALIC, 1994, 1.

[12] VALIC, 1994, 1.

[13] Morrell, 1994; Knopf, 1994; Bourne and Veeneman, 1994.

[14] Bourne and Veeneman, 1994, 3.

[15] Allen, 1993, 199.

[16] Knopf, 1994, 33.

[17] Enteman, 1992, 10.

[18] Addicott and Julius, 1994, 49.

[19] Addicott and Julius, 1994, 50.

[20] Men typically spend 15 years in retirement and women average 19 years, but the number of years of retirement years for a specific faculty member depends on the individual's health and retirement age. Spray, 1995, 1.

[21] Knopf, 1994, 34.

[22] Spray, 1995, 4. Contributors to Social Security should request a "Personal Earnings and Benefits Estimate Statement," that shows reported earnings, Social Security taxes paid, and estimated retirement benefit amounts at ages 62, 65, and 70. To receive the PEBE statement from the Social Security Administration, call 800-772-1213 and request Form SSA-7004.

[23] Morrell, 1994, 29.

[24] A Case Study . . . ,1994, 2.

[25] A Case Study . . . , 1994, 2; University of Iowa, undated; Association for Gay, Lesbian, and Bi, 1994, and The Report of the CUNY . . . , 1993.

[26] Health/Dental benefits . . . , 1993; A Case Study . . ., 1994.

[27] A Case Study . . . , 1994; University of Iowa, undated; Association of Gay, Lesbian, and Bi, 1994

[28] University Adds Medical . . . , 1993; Health/Dental benefits . . . , 1993.

[29] Neuberger, 1994, B-3.

[30] El-Khawas, 1995, 29, 30.

[31] El-Khawas, 1995, 31.

[32] El-Khawas, 1995, 17.

[33] El-Khawas, 1995, 41.

REFERENCES

"A Case Study in Developing Domestic Partner Benefits," *CUPA News* 21 (9) 1994, 2.

Addicott, J.W. and Julius, D.J., "The Monetary Arena: Cornerstone for Life Cycle Planning," *CUPA Journal* 45 (3) 1994, 49-56.

Allen, D.R., "The Faculty Perspective," in Julius, N.B. and Krauss, H.H., *The Aging Workforce: A Guide for Higher Education Administrators* (Washington, D.C.: College and University Personnel Association, 1993), 191-202.

Association for Gay, Lesbian and Bi University Employees, *USC Domestic Partner Policy Proposal* (University of Southern California, June, 1994).

Bourne, S. and Veeneman, D., "Role of Investment Education in Retirement Planning," *CUPA News* 21 (13) 1994, 3-5.

Chronister, J.L., "Benefits and Retirement, 1992-1993," in *The NEA 1995 Almanac of Higher Education* (Washington, D.C.: National Education Association, 1995), 97-108.

El-Khawas, E., *Campus Trends, 1994, Higher Education Panel Report*, Number 84 (Washington, D.C.: American Council on Education, July, 1994).

Enteman, W.F., *Retirement 101: How TIAA-CREF Members Should Deal With the Dramatic Changes in Their Pensions* (Madison, Wisc.: The University of Wisconsin Press, 1992).

Hammond, P.B. and Morgan, H.R., *Ending Mandatory Retirement for Tenured Faculty: The Consequences for Higher Education* (Washington, D.C.: National Academy Press, 1991).

Health/Dental Benefits Eligibility for Same Sex Spousal

Equivalent (Northeastern University, September 29, 1993).

Knopf, W.G., "Retirement Planning Revisited: Retirement Plans Must Be Revisited Periodically," *Business Officer* 28 (4) (1994), 32-36.

Morrell, L.R., "Institutional Responsibility: Helping Employees Successfully Manage Their Retirement Funds," *Business Officer* 28 (4) (1994), 27-31.

National Education Association, *Higher Education Faculty: Characteristics and Opinions* (Washington, D.C.: National Education Association, 1979).

National Center for Education Statistics, *Faculty in Higher Education Institutions* (Washington, D.C.: U. S. Department of Education, March, 1990).

Neuberger, C., "Mary Washington Faculty Supports Covering Partners," *Richmond Times-Dispatch* (November 3, 1994), B-3.

Spray, M.S., "Educating an Aging Work Force on Retirement," *CUPA News* 22 (2) (1995), 1,4,12.

Teachers Insurance Annuity Association, "The NACUBO/TIAA-CREF Survey of College and University Retirees," *Research Dialogues* 31 (New York: TIAA-CREF, October 1991).

The Report of the CUNY Study Group on Domestic Partnership (New York: City University of New York, October, 1993).

"University Adds Medical Coverage for Domestic Partners," *Columbia Benefits Update for Officers* 1 (7) (1993), 1-2.

University of Iowa Report on Costs of Health Coverage for Domestic Partners (Iowa City, Iowa.: University of Iowa, undated).

VALIC, "The Employer's Education Responsibility Under 404(c)," *Educated Choices* 3 (1) (Spring 1994), 1.

ADMINISTRATIVE STAFF: SALARIES AND ISSUES

by David C. Montgomery and Gwendolyn L. Lewis

David C. Montgomery *is an independent consultant in higher education. He has taught and held positions in institutional analysis and planning at Oberlin College, the State University System of Florida, Memphis State University, and the University of Maryland System, where he was also vice president for academic affairs at University College. Montgomery's B.S. is from M.I.T., and his Ph.D. in physics is from the University of Illinois*

Gwendolyn L. Lewis *is the director of Higher Education Programs at the U.S. Department of Agriculture. Besides overseeing several major competitive grants programs, she contributes to science education policy. Lewis has worked for the National Science Foundation, College Board, National Research Council, Associated Colleges of the Midwest, Cornell, and the University of Pittsburgh. She received a B.A. in mathematics from Reed College, a M.S. and Ph.D. in sociology from San Jose State and Princeton.*

The external and internal pressures that affect the makeup and compensation of the professoriate also affect the administrative staff of a college or university. The salaries of both administrators and faculty members, for example, vary by type of institution: public vs. independent or two-year vs. four-year colleges. Institutional values and environmental constraints affect salaries and conditions of administrative work; they also affect the relationship between administrators and faculty members. This chapter addresses the following questions:

- What kind of administrative growth is occurring?
- What are the recent trends for administrative salaries?
- How do administrative salaries differ by the type of institution, the level of the position, and its function?
- What are the distinguishing characteristics of administrators?

CATEGORIES OF EMPLOYMENT

Colleges and universities file annual reports with the National Center for Educational Statistics of the U. S. Department of Education. These reports—a major source of data on employment in higher education—use seven job categories established by the Equal Employment Opportunity Commission (EEOC). Abbreviated definitions of the seven categories follow.[1]

Professional Positions

Administrative, executive, and managerial: Persons with primary and major responsibility for management of the institution or a customarily recognized subdivision. This chapter abbreviates the category as "executive."

Faculty: Persons conducting instruction, research, or public service as a principal activity and who hold academic-rank titles.

Support professional: Persons employed primarily to perform academic and institutional support and student service activities, whose assignments require college graduation or comparable experience.

All executive and support professional positions are commonly referred to as administrators. But most administrators are not man-

BEST COPY AVAILABLE

agers; that is, they do not supervise other positions or, if they do, the supervision is incidental to the tasks that categorize them as administrators.

Nonprofessional Positions

Technical and paraprofessional: Persons whose assignments require specialized knowledge or skills, acquired through experience, on-the-job training, or academic work, often offered in two-year institutions.

Clerical and secretarial: Persons whose assignments are clerical or secretarial.

Skilled crafts: Persons whose assignments typically require special manual skills and a thorough, comprehensive knowledge of the processes involved in the work.

Service/maintenance: Persons whose assignments require limited skills and knowledge, and workers who contribute to the welfare of personnel and students or to the care of institutional property.

THE CHANGING ACADEMIC WORKFORCE

The 1994 *Almanac* described changes in the occupational structure of higher education that had occurred between 1977 and 1981.[2] The number of support professionals had increased much faster than the total work force. In the four-year period 1987 to 1991 alone, the full-time support professional group grew by 21.6 percent while the total number of full-time higher education employees increased by only 5.8 percent.

The Education Department's survey of staff in postsecondary institutions conducted in fall 1993 provides the most recent picture of the national employment structure. The available data are still preliminary. Because the types of institutions surveyed in 1993 differed from 1991, our analysis of the latest shifts in employment uses 1991 data that were reconstructed to be consistent with 1993.[3]

Between 1991 and 1993, as shown in Table 1, there was a decrease of 2.0 percent in the total number of full-time employees. The number of support professionals decreased slightly (0.5 percent) at the same time. Hence, although the presence of support professionals as a *fraction* of the full-time workforce continued to increase, the attention-drawing growth in that professional category seems to have stopped. However, the change in survey administration between the two years reduces confidence in any statement that the previous trend has been broken.

A different trend noted in previous years was the growth in the number of women executives compared to men.[4] Between 1989 and 1991, for example, the number of women in executive positions increased by 2.7 percent while the number of men decreased by 3.5 percent. That trend continued between 1991 and 1993 with an increase in women of 2.4 percent although men in the executive category declined by 3.5 percent. A similar, but more dramatic, gender difference occurred in the growth of full-time faculty.

Part-time employment increased sufficiently between 1991 and 1993 to make *total* employment in higher education increase from 2,545,235 to 2,590,936 (1.8 percent). The substantial increase (10.1 percent) in faculty resulted in a 5.2 percent increase in all professionals, even though the numbers of executives and support professionals each fell. With totals that include both full- and part-time staff, women also showed gains relative to men during this two-year interval in the executive and faculty categories.

Changes in the overall number of job holders in the public and private (not-for-profit) sector institutions were similar; the 1991-to-1993 increases in total employment were 1.3 and 2.5 percent for public and private, respectively. The private institutions produced larger gains than did the public in all professional categories except faculty. Total executive and support professional employment at private institutions increased by 3.2 and 3.9 percent, respectively; the comparable changes in the public sector were *decreases* of 4.1 and 2.0 percent.

SALARIES

Annual Salaries of Administrators

The College and University Personnel Association (CUPA) annually issues comprehensive reports of administrative salaries. CUPA's 1994-95 report includes the salaries of 168 administrative titles in 1,509 institutions, by institutional category.[5]

The median salary for all administrative positions increased 4.4 percent between 1993-

TABLE 1

NUMBER OF FULL-TIME STAFF IN AMERICAN HIGHER EDUCATION FOR FALL 1991 AND FALL 1993 (IN THOUSANDS)

	Employees								
	1991			1993			Percent increase		
EEO Category	Men	Women	Both	Men	Women	Both	Men	Women	Both
Professional	591	440	1032	583	451	1034	-1.4%	2.3%	0.2%
Executive	83	56	139	80	58	138	-3.5%	2.4%	-1.1%
Faculty	366	169	536	361	180	541	-1.5%	6.4%	1.0%
Support prof.	142	215	357	143	213	355	0.2%	-1.0%	-0.5%
Nonprof.	277	504	781	268	475	743	-3.6%	-5.6%	-4.9%
Tec, & parapro.	61	84	145	59	84	142	-3.6%	-0.4%	-1.8%
Sec and cler.	32	339	371	33	319	352	2.9%	-5.9%	-5.2%
Skilled craft	60	3	63	58	3	61	-3.7%	-8.4%	-4.0%
Ser./maint.	125	77	202	118	70	188	-5.0%	-9.5%	-6.7%
Total	869	944	1813	851	926	1777	-2.1%	-1.9%	-2.0%

NOTES:

(1) In 1991, 408 "nonprofessional" employees were not coded in any one of the four categories given. They are included in the total and nonprofessional subtotal.

(2) Percentage changes were calculated before rounding to the nearest thousand employees.

(3) 1993 data were provided from preliminary tabulations.

(4) 1991 data were reconstructed to make institutional coverage consistent with 1993.

SOURCES: U. S. Department of Education, National Center for Education Statistics, IPEDS, 1991 and 1993, and Equal Employment Opportunity Commission, Higher Education Staff Information (EEO-6) survey 1991.

94 and 1994-95, the largest increase since the 5.9 percent increase recorded in 1990-91. Salaries increased by 3.2 percent in 1993-94 and by 3.3 percent in 1992-93. Salary increases at public institutions, 4.2 percent overall, were only slightly larger than last year's 3.9 percent, but the identical 4.2 percent increase at independent institutions was a marked rise from last year's 2.3 percent.[6]

The positions and institutions showing the largest increases changed completely between 1993-94 and 1994-95. Positions in administrative affairs showed the top average salary increase—5.9 percent, whereas external affairs positions showed the largest increases in the two prior years. Executive positions—CEOs, their assistants, and executive vice presidents—and positions in external affairs and in student affairs showed *decreases* in 1994-95 after adjusting for inflation. Salaries at two-year colleges showed the largest change by institution—5.4 percent, up from last year's 1.1 percent. Baccalaureate institutions went from the highest to the lowest (except for "other" institutions) average increase: 2.6 percent in 1994-95, down from 3.6 percent in 1993-94 and 3.0 percent in 1992-93.

The rank order of the five senior positions by their median salaries has remained relatively constant over time and across institutional type, public or independent (both religious and without religious affiliation) and at doctoral and comprehensive institutions.[7] In 1994-95, the median salary for the chief executive officer, normally the president, was $107,180. The vice presidents of the traditional divisions drew: $81,445—academic affairs, $77,150—business, $71,500—development, and $67,680—student affairs. Overall, the dean of medicine position once again had the highest median salary, $199,500, a 7.0 percent increase.[8]

Tables 2, 3, and 4 compare median salaries of selected administrative positions for 1981-82, 1991-92, 1993-94, and 1994-95 in the public, private-independent, and private-religious sectors, respectively.[9] The first group of positions for each sector includes the five senior officers, as above. The second group includes eight deans for whom data were available, and for whom—save for the dean of arts and sciences—faculty disciplines correspond. The final group—support professionals who are heads of units—was selected for representation across the academic, business, external, and student areas, and allows a consistent comparison of positions over the years. The average salary across the positions for senior officers, deans, and support professionals is a summary index. The absolute values of this index for deans and support professionals do not typify all positions in the respective categories since they are derived from a sample. But *changes* in each average are meaningful.

This choice of positions reveals similarities across institutional sectors. The rank order of the salaries remains the same at public and independent institutions. The salary of the engineering dean, for example, is consistently

TABLE 2

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—PUBLIC INSTITUTIONS, 1981-1982 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary				Percent increase		
	1981-82	1991-92	1993-94	1994-95	1982-92	1992-94	1994-95
Senior							
CEO	52.0	93.5	99.6	103.0	79.8	6.5	3.4
Chief Academic	43.0	76.2	83.2	85.5	77.2	9.2	2.8
Chief Business	40.5	71.6	77.1	78.9	76.8	7.7	2.3
Chief Development	36.5	65.0	69.4	72.5	78.1	6.8	4.5
Chief Student Affairs	37.8	66.2	70.0	72.9	75.1	5.7	4.1
Average 5 Senior	42.0	74.5	79.9	82.6	77.6	7.2	3.4
Deans							
Arts and Sciences	42.2	72.4	76.5	79.5	71.6	5.7	3.9
Business	39.2	71.6	76.4	78.6	82.7	6.7	2.9
Education	44.0	74.4	79.1	82.4	69.1	6.3	4.2
Engineering	48.1	90.2	99.5	101.5	87.5	10.3	2.0
Fine Arts	40.7	70.8	77.0	76.5	74.0	8.8	-0.6
Nursing	37.5	68.9	71.8	75.0	83.7	4.2	4.5
Sciences	37.3	65.7	70.4	74.4	76.1	7.2	5.7
Social Work	46.6	87.4	86.7	92.2	87.6	-0.8	6.3
Avg. 8 Deans	41.9	75.6	80.1	82.9	80.3	6.0	3.5
Support							
Dir., Ed. Media Srv.	27.2	43.3	45.7	47.9	59.2	5.5	4.8
Dir., Personnel[1]	32.2	54.6	57.2	59.6	69.6	4.8	4.2
Dir., Physical Plant[1]	30.0	53.1	56.9	57.0	77.0	7.2	0.2
Bursar	23.9	40.1	43.2	45.2	67.8	7.7	4.6
Dir., Publications	25.6	39.3	42.0	44.1	53.5	6.9	5.0
Dir., Admissions[1]	31.1	47.8	49.9	51.2	53.7	4.4	2.6
Registrar	28.7	46.5	49.2	49.2	62.0	5.8	0.0
Dir., Foreign Student	24.8	38.2	38.9	40.2	54.0	1.8	3.3
Dir., Alumni Affairs	24.5	41.4	43.3	44.7	69.0	4.6	3.2
Average 9 Support	27.6	44.9	47.4	48.8	63.0	5.4	3.0

---

[1] *Title was Director in 1981-82. Chief officer, afterwards. NOTE: Data for 1991-92 and following years include only those institutions reporting their total budget.*

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

TABLE 3

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—INDEPENDENT INSTITUTIONS, 1981-82 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary				Percent increase		
	1981-82	1991-92	1993-94	1994-95	1982-92	1992-94	1994-95
Senior							
CEO	57.5	113.6	129.8	140.0	97.6%	14.3%	7.9%
Chief Academic	42.5	77.9	88.3	90.0	83.3	13.4	1.9
Chief Business	40.0	76.1	86.0	89.4	90.2	13.0	4.0
Chief Development	37.1	71.6	80.6	82.8	93.0	12.6	2.7
Chief Student Affairs	33.4	59.8	67.2	71.5	79.0	12.4	6.4
Average 5 Senior	42.1	79.8	90.4	94.7	89.5	13.3	4.8
Deans							
Arts and Sciences	45.0	73.7	83.2	85.1	63.8	12.9	2.3
Business	47.5	80.6	90.0	89.6	69.7	11.7	-0.4
Education	40.7	54.4	62.4	70.1	33.7	14.7	12.3
Engineering	52.0	93.0	109.3	109.0	78.8	17.5	-0.3
Fine Arts	40.0	59.3	67.7	69.4	48.2	14.2	2.5
Nursing	35.0	65.0	59.4	72.1	85.7	-8.6	21.4
Sciences	29.2	56.9	60.8	65.5	94.9	6.9	7.7
Social Work	50.7	78.5	99.5	100.0	54.8	26.8	0.5
Average 8 Deans	42.5	70.2	79.0	82.6	65.1	12.6	4.5
Support							
Dir., Educ. Media Srv.	21.0	32.6	34.4	36.1	55.2	5.5	4.9
Dir., Personnel[1]	26.4	48.0	52.1	54.1	81.8	8.5	3.8
Dir., Physical Plant[1]	27.8	49.4	56.0	59.2	77.7	13.4	5.7
Bursar	20.0	34.9	36.4	38.2	74.5	4.3	4.9
Dir., Publications	21.0	37.1	39.8	40.1	76.7	7.3	0.8
Dir., Admissions[1]	27.5	50.5	54.9	55.6	83.6	8.7	1.3
Registrar	23.6	38.6	42.1	42.9	63.6	9.1	1.9
Dir., Foreign Student	21.4	32.6	32.6	36.2	52.3	0.0	11.0
Dir., Alumni Affairs	21.7	36.1	40.9	41.7	66.4	13.3	3.8
Average 9 Support	23.4	40.0	43.2	44.9	71.0	8.2	3.8

---

[1] *Title was Director in 1981-82, Chief officer, afterwards.*

Note: Data for 1991-92 and following years include only those institutions reporting their total budget.

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

the highest among the deans and uniformly exceeds the salaries of all senior officers in the sector, except for the CEO. The chief officers for personnel, plant, and admissions lead other support professionals in salary. The rank order in private-independent and private-religious institutions is: physical plant, admissions, and personnel. But the personnel officer has the highest salary in the public sector.

Increases Over Time

The "salary spread" between the five senior positions and support positions for each institutional type increased consistently until this year. Between 1982-83 and 1991-92, the respective increases for the average of the senior positions and the average for the support professionals were: public, 78 vs. 63 percent; private-independent, 90 vs. 71 percent, and private-religious, 86 vs. 61 percent. This

TABLE 4

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS-INDEPENDENT RELIGIOUS INSTITUTIONS, 1981-82 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary				Percent increase		
	1981-82	1991-92	1993-94	1994-95	1982-92	1992-94	1994-95
Senior							
CEO	45.0	88.3	96.5	98.0	96.2	9.3	1.6
Chief Academic	33.0	60.0	66.5	68.0	81.8	10.8	2.3
Chief Business	31.4	58.2	63.0	66.5	85.4	8.2	5.6
Chief Develop.	31.2	55.3	61.5	62.5	77.2	11.2	1.6
Chief Student Affairs	26.1	48.1	52.5	54.1	84.3	9.1	3.0
Average 5 Senior	33.3	62.0	68.0	69.8	85.9	9.7	2.7
Deans							
Arts and Sciences	36.6	66.4	67.4	70.0	81.4	1.5	3.9
Business	36.2	63.2	65.8	72.6	74.6	4.1	10.3
Education	30.6	45.0	48.2	50.7	47.1	7.1	5.2
Engineering	42.4	69.0	78.8	74.4	62.7	14.2	-5.6
Fine Arts	29.2	36.2	42.2	48.4	24.0	16.6	14.7
Nursing	33.0	49.4	55.6	58.7	49.7	12.6	5.6
Sciences	28.1	40.3	46.3	47.7	43.4	14.9	3.0
Social Work	25.4	60.9	51.4	47.7	139.8	-15.6	-7.2
Avg. 8 Deans	32.7	53.8	57.0	58.8	64.6	5.9	3.2
Support							
Dir., Educ. Media Srv.	17.7	27.8	30.4	32.1	57.1	9.4	5.6
Dir., Personnel[1]	22.5	38.0	41.1	41.7	68.9	8.2	1.5
Dir., Physical Plant[1]	21.8	39.9	44.3	45.0	83.0	11.0	1.6
Bursar	19.9	28.6	29.5	30.5	43.7	3.1	3.4
Dir., Publications	18.8	29.7	32.0	33.0	58.0	7.7	3.1
Dir., Admissions[1]	23.5	37.6	41.0	42.0	60.0	9.0	2.4
Registrar	19.8	33.2	35.3	36.4	67.7	6.3	3.1
Dir., Foreign Student	20.0	28.0	30.9	31.7	40.0	10.4	2.6
Dir., Alumni Affairs	18.0	30.5	33.0	34.8	69.4	8.2	5.5
Average 9 Support.	20.2	32.6	35.3	36.4	61.2	8.3	3.1

---

[1] *Title was Director in 1981-82; Chief officer, afterwards. Note: Data for 1991-92 and following years include only those institutions reporting total budget.*

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

pattern of marked differential increases continued between 1991-92 and 1993-94, when the respective increases for seniors and support-professionals were: public, 7.2 vs. 5.4 percent, private-independent, 13.3 vs. 8.2 percent, and private-religious, 9.7 vs. 8.3 percent. The pattern continued in two sectors in 1994-95: public, 3.4 vs. 3.0 percent, and private-independent, 4.8 vs. 3.8 percent. But private-religious institutions broke the trend with a smaller increase for senior officials: 2.7 vs. 3.1 percent.

Over past years, salary increases for deans have both lagged and led the other two indices. This year, the deans index shows the largest annual increase in public and private-religious institutions. But the increase in salary of deans in independent institutions lags the senior officers, while leading the administrative-support positions—a continuation of a trend begun in 1992.

TABLE 5

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS, PUBLIC INSTITUTIONS, 1991-92 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary		Percent Increase
	1991-92	1994-95	
Chief/Directors			
Director, Educational Media Services	43.3	47.9	10.6
Chief, Personnel	54.6	59.6	9.2
Chief, Physical Plant	53.1	57.0	7.3
Bursar	40.1	45.2	12.7
Director, Publications	39.3	44.1	12.2
Chief, Admissions	47.8	51.2	7.1
Registrar	46.5	49.2	5.8
Director, Foreign Students	38.2	40.2	5.2
Director, Alumni Affairs	41.4	44.7	8.0
Average: 9 Chief	44.9	48.8	8.6
"Less Managerial"			
Assistant to CEO	53.9	58.7	8.9
Associate Director Personnel	43.9	47.3	7.7
Database Administrator	45.7	48.1	5.3
Manager, Landscape/Grounds	32.9	35.3	7.3
Staff Accountant-High	31.1	34.4	10.6
Associate Bursar	33.0	37.3	13.0
Associate Director, Admissions	35.8	38.0	6.1
Academic Advisor	28.4	29.9	5.3
Assistant Registrar	30.2	32.1	6.3
Average: 9 Less Managerial"	37.2	40.1	7.8

NOTE: Data include only institutions reporting their total budget
SOURCES: CUPA Administrative Compensation Surveys of respective years

Comparisons Across Institutional Sectors

Salaries at private-religious institutions remain the lowest of the three sectors by wide margins. The gap is growing, since this year's increases for senior officers and deans are lower in this sector than in the other two sectors.

Differences between the public and private-independent sectors depend on the position. The average median salary for deans, for example, is slightly higher at public than at private-independent institutions. But, dean by dean, the higher salary varies by institutional sector. Public institutions show higher salary levels for all support professionals except the physical plant officer and the admissions officer. The median salary of each senior position, except for the chief of student affairs, is higher at private-independent than at public institutions. The 1994-95 median salary for CEOs is 36 percent higher at private-independent institutions than at public institutions; the gap was 30 percent in 1993-94.

Salary increases were uniformly higher in the private-independent than in the public sector over each time interval through 1994-95— governmental budget constraints may

TABLE 6

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS, INDEPENDENT INSTITUTIONS, 1991-92 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary		Percent Increase
	1991-92	1994-95	
Chief/Directors			
Director, Educational Media Services	32.6	36.1	10.7
Chief, Personnel	48.0	54.1	12.7
Chief, Physical Plant	49.4	59.2	19.8
Bursar	34.9	38.2	9.5
Director, Publications	37.1	40.1	8.1
Chief, Admissions	50.5	55.6	10.1
Registrar	38.6	42.9	11.1
Director, Foreign students	32.6	36.2	11.0
Director, Alumni Affairs	36.1	41.7	15.5
Average: 9 Chief	40.0	44.9	12.3
"Less Managerial"			
Assistant to CEO	42.7	45.1	5.6
Associate Dir. Personnel	36.7	41.5	13.1
Database Administrator	44.5	45.4	2.0
Manager, Landscape/Grounds	32.9	36.6	11.2
Staff Accountant-High	30.1	32.2	7.0
Associate Bursar	27.2	31.2	14.7
Associate Director, Admissions	32.7	36.7	12.2
Academic Advisor	26.2	28.7	9.5
Assistant Registrar	25.0	27.0	8.0
Average: 9 Less Managerial"	33.1	36.0	8.9

NOTE: Data include only institutions reporting their total budget.
SOURCES: CUPA Administrative Compensation Surveys *of respective years.*

explain the disparity.[10] The disparities are sizeable for the senior positions—the respective 13-year median salary increases in the private-independent and public sectors were 125 percent and 97 percent. The two groups of senior officers started at the same level in 1981-82, but in 1994-95 private-independent senior officers had an average median salary of $94,700, $12,100 higher than their public sector counterparts. The median salary increase for CEOs was particularly remarkable at 7.9 percent, down only slightly from last year's 8.2 percent.

The Increasing Gap

The tendency for the highest salaries to increase faster than the lowest resulted in an increased range of salaries, in terms of dollars and percentage differences, at all types of institutions. Observers justify differential increases as recognition of the difficulties senior officers experience in managing during hard times. But does a similar pattern of differential recognition occur at lower levels; specifically, within support units?

Tables 5, 6, and 7 present the respective three-year salary increases in an expanded list

TABLE 7

MEDIAN SALARIES OF SELECTED SUPPORT POSITIONS—PRIVATE, RELIGIOUS INSTITUTIONS, 1991-92 THROUGH 1994-95 (DOLLARS IN THOUSANDS)

	Salary		Percent increase
	1991-92	1994-95	
Chief/Directors			
Director, Educational Media Services	27.8	32.1	15.5%
Chief, Personnel	38.0	41.7	9.7
Chief, Physical Plant	39.9	45.0	12.8
Bursar	28.6	30.5	6.6
Director of Publications	29.7	33.0	11.1
Chief, Admissions	37.6	42.0	11.7
Registrar	33.2	36.4	9.6
Director, Foreign Students	28.0	31.7	13.2
Dir. Alumni Affairs	30.5	34.8	14.1
Average: 9 Chief	32.6	36.4	11.6
"Less Managerial"			
Assistant to CEO	39.4	38.4	-2.5
Associate Director, Personnel	31.0	36.0	16.1
Database Administrator	30.3	33.8	11.6
Manager, Landscape/Grounds	26.9	29.3	8.9
Staff Accountant-High	24.8	29.1	17.3
Associate Bursar	29.1	27.4	-5.8
Associate Director, Admissions	27.8	30.0	7.9
Academic Advisor	25.8	29.3	13.6
Assistant Registrar	21.5	24.6	14.4
Average: 9 "Less Managerial"	28.5	30.9	8.3

NOTE: Data include only institutions reporting their total budget
SOURCES: CUPA Administrative Compensation Surveys *of respective years.*

of support positions for each sector. The averages imply differential recognition *within* the support positions; that is, the average salaries of chief officers and directors within the support professional category show higher growth rates than the average salary of non-managers. But in the 15 cases—five cases in each of the three sectors—for which supervisor and subordinate salaries are directly comparable, subordinate and supervisor salary increases are equally likely to exceed each other. Our analysis has not shown any conclusive effects among support professionals.

Public Community Colleges

Standard CUPA reports present position salaries for three categories of institutions—public, private-independent, and private-religious. But how does the presence of community colleges—a large part of the public sector—affect conclusions about this sector? Table 8 separates 1994-95 public sector salaries into two groups—community colleges, including 252 institutions and 96 systems, and four-year colleges, including 349 institutions and 81 systems.[11]

Table 8 also shows, for each position, the

TABLE 8

MEDIAN SALARIES OF SELECTED ADMINISTRATIVE POSITIONS: COMPARISONS OF PUBLIC COMMUNITY COLLEGES ('2-YEAR') AND OTHER PUBLIC INSTITUTIONS ('4-YEAR'), 1994-95 (DOLLARS IN THOUSANDS)

	2 Year	4 Year	% Difference
Senior			
CEO, Institution	92.3	115.2	24.8%
Chief Academic	69.8	98.3	40.8
Chief Business	67.5	89.6	32.7
Chief Development	55.5	80.5	45.0
Chief Student Affairs	61.8	82.3	33.2
Average: 5 Senior	69.4	93.2	34.3
Deans			
Arts and Sciences	56.9	85.8	50.8
Business	55.2	90.0	63.0
Education	64.6	82.9	28.3
Engineering	58.6	116.1	98.1
Fine Arts	57.9	81.1	40.1
Nursing	52.3	92.2	75.9
Sciences	58.1	82.2	41.5
Social Work	-	95.2	-
Average: 7 Deans*	57.7	90.0	56.1
Support-Chief/Dir.			
Dir., Ed. Med. Ser.	41.2	49.6	20.4
Chief, Personnel	52.2	61.0	16.9
Chief, Physical Plant	48.1	64.3	33.7
Bursar	41.8	46.6	11.5
Dir., Publications	43.4	44.2	1.8
Chief, Admissions	45.2	53.9	19.2
Registrar	43.0	53.2	23.7
Dir., Foreign Students	37.6	40.5	7.7
Dir., Alumni Affairs	32.5	45.0	38.5
Avg: 9 Support Dir.	42.8	50.9	19.0
Sup.—"Less Man."			
Assistant to CEO	46.2	63.8	38.1
Asoc. Dir., Prsnl.	46.7	47.4	1.5
Database Adm.	47.3	48.7	3.0
Mger, Landsc/Grds	29.6	36.5	23.3
Staff Acct-High	34.5	33.9	-1.7
Associate Bursar	34.4	37.5	9.0
Assoc. Dir., Adm.	32.9	38.4	16.7
Academic Advisor	33.9	28.6	-15.6
Assistant Registrar	31.4	32.1	2.2
Avg: 9 Sup "Less"	37.4	40.8	8.9

** Averages exclude Dean, Social Work. CUPA did not report the data since only three two-year institutions had Social Work deans.*
NOTE: Each sector includes system offices and individual institutions for that group.
SOURCES: Special reports from the CUPA Administrative Compensation Survey, 1994-95. Data include only those institutions reporting their total budget.

difference between the median salaries of the four-year and the two-year groups, expressed as a percentage of the salary in the two-year group. The percentage difference tends to decrease as the median salary decreases, except for the CEO. The average of the salaries of the senior officers, except the CEO, for two-year and four-year colleges, is $63,700 and $87,700 respectively, a 38 percent difference. In contrast, the averages for the nine support-professional directors differ by 19 percent. Salaries in the "less managerial" support group show little difference between the two-year and four-year institutions; the staff accountant and academic advisor positions have higher median salaries in the two-year group. The salary difference may reflect a difference in the position. Engineering deans—the position with the largest difference—in a community college might show a greater emphasis on engineering technology than counterparts in a four-year institution. Academic advisors in community colleges may have more responsibilities than counterparts in four-year institutions, where the faculty presumably performs the principal advising role.

The median-salary *range* of two-year and four-year college deans is $12,300 and $35,000, respectively. Also, the median salary of the chief academic officer exceeds the salaries of all two-year college deans, including deans not shown in Table 8. In contrast, deans of professional schools tend to draw higher salaries than the chief academic officers of four-year colleges, as noted above. These observations suggest closer adherence to a pay scale in the two-year group.

The median salary for two-year college CEOs exceeds the salary of the four other senior officers by 45 percent; the differences in the four-year and independent sectors are 31 percent and 68 percent, respectively. The "capping" of salaries at an absolute level in the public sector may explain these findings. The salaries of public officials may be carefully scrutinized, and maximum salaries are affected by the salaries of elected officials.

What comparisons then can we make between the four-year public sector and the independent sector? After removing data for the two-year public institutions, the CEO in the independent sector remains the administrator with the highest median salary ($140,000)— 21 percent ahead of the CEO

TABLE 9

PRESIDENTS AND CHIEF ACADEMIC OFFICERS RECEIVING SELECTED FRINGE BENEFITS AS A PERCENTAGE OF THOSE REPORTING

	Two-year colleges			Four-year colleges		
	N*	Car	Housing	N*	Car	Housing
Presidents						
1992-93	52	44%	17%	108	77%	66%
1993-94	44	61	25	82	79	72
Chief Academic Officers						
1992-93	52	6	0	105	10	4
1993-94	43	12	0	81	17	4

** N is the number of those reporting.*
SOURCES: AS&U, January, 1993 and January, 1994.

median for the four-year public group. The public sector "cap" appears at work.

But removing data for the two-year institutions changes our conclusions about salaries of the four other "senior officers." The $83,400 median salary found in the independent sector is greater than the median salary in the entire public sector ($77,500), but less than the median in four-year public colleges ($87,700). Public four-year institution salaries for other positions are even higher than corresponding salaries in the independent sector.

Total Compensation

American School & University (AS&U) has gathered data on administrative compensation for "schools"—primarily public school districts and colleges for ten years ending in 1993-94.[12] The reports combined public and independent institutions, but separated community colleges from "four-year" colleges and universities. A low rate of return—about 16 percent of the surveyed 1,000 college business officials respond each year—makes the survey less dependable than CUPA's compilation of administrative salaries. But *AS&U* provides information on benefits.

Is the *AS&U* sample representative? We compared salaries for all institutions that reported on two positions according to *AS&U* and to CUPA. The 1993-94 average (presumably the mean) salaries in the *AS&U* report and the median salary in the CUPA report were: president, $104,100 and $102,300, respectively; for academic vice presidents, $79,100 vs. $79,800, respectively.[13] These data provide no evidence of institutional self-selection into the survey based on compensation.

AS&U provides information for a "professor" category and for seven administrative positions: president; the chief academic, business, development, facilities, and purchasing officers; and the director of data processing. The survey reported average salary increases for 1993-94 of 3.6 and 3.7 percent for four-year and two-year colleges, respectively. Approximately 26 and 22 percent of the four-year and two-year colleges, respectively, reported no salary increase for these eight positions in 1993-94.[14] CUPA reported 1.1 percent increases in all administrative salaries in the community colleges in 1993-94, and 3.6, 2.5, and 3.3 percent increases in the baccalaureate, comprehensive, and doctoral institutions, respectively.[15]

Providing professional development and association or club membership were reported most frequently as benefits for the eight positions. Many institutions gave a standard benefits package to employees in these eight positions—dependents' tuition, financial planning, supplemental retirement, supplemental health, supplemental life, and an annual physical examination.[16] The *AS&U* benefits list included deferred compensation plans and the ability to earn outside income—some employees in each position were eligible for these benefits.

The greatest surprise: automobile and housing benefits, most prevalent for presidents and chief academic officers, were provided to some business officers and development officers, as well. In 1993-94, 17 percent of the four-year academic officers received a car benefit and 4 percent received a housing perquisite (Table 9). Not unexpectedly, institutions with relatively high budgets were more likely to offer these perquisites.[17]

SPECIFIC CASES

Deans

Several reports on the career paths of deans permit us to compare deans of different divisions and to describe the characteristics of the office, even though "there is no such thing as a standardized dean."[18] A survey of 135 deans of business schools and colleges accredited by the American Assembly of Collegiate Schools of Business (AACSB) yields a composite image. The typical dean is male, is between 48 and 49 years old, has an MBA and a Ph.D. in business, is a tenured professor, and has held the deanship for about 5.5 years.[19] This dean works in a doctoral-granting public university with 5,000 to 29,999 students and in a division that enrolls approximately 2,400 students and offers a master's in business as the highest degree.

Respondents typically moved from faculty member to department chair to dean. Almost two-thirds had no full-time experience in business or industry. More than three times as many changed institutions as stayed in a single institution. Many deans continued to perform as faculty: almost half taught and 57 percent conducted research at the time of the survey. But these deans spent a quarter of their working time with external groups or at professionally related social activities—more time than they spent on scholarly work.[20]

A contemporaneous survey of 158 law school deans, approved by the American Bar Association, showed a modal age of 48, and an average age of 50.5.[21] Five law schools—Harvard, Yale, Columbia, Michigan, and Northwestern—educated 36 percent of the surveyed deans.[22] Mean and median tenure in the deanship were about 4.5 years. Almost all the law deans worked in higher education before assuming their position and continued to teach after assuming their administrative posts. Twenty percent gained some academic experience outside a law school. In contrast to the business deans, only 18 percent of the law school deans never worked outside academe; 57 percent worked in private-law practices and 49 percent worked in government, including judicial clerkships. Law school deans showed lower mobility in becoming deans than business school deans did generally: 47 percent served at another school immediately before their current deanship; 41 percent were already on board.

A survey of deans of pharmacy in the 72 schools accredited by the American Council on Pharmaceutical Education shows similar results.[23] All 54 respondents were male, 48 were white, and the mean age was 51.3. The majority of the respondents served at a public school with graduate programs. A quarter of the deans dealt with a unionized faculty. Only 9.3 percent held the Pharm.D. degree, but 92.1 percent received their undergraduate degrees in pharmacy. Another 89.0 percent had a Ph.D. or other doctorate, usually in a basic science, and 83.5 percent were licensed to practice pharmacy in the U.S. These deans, in contrast to law school deans, received their highest degree from many schools, even though 24.1 percent came from Purdue. All deans held academic rank, and 90.7 percent were tenured.

The career paths of the pharmacy deans fit the general pattern. Most deans were faculty members in pharmacy (mean=17.2 years) with long publication records; about half had been department heads (mean=4.5 years); 72.2 percent had worked for more than one pharmacy school (mode=2). No predominant managerial style emerged from this study—53.7 percent preferred either "high people—high task" or "medium people/medium task" styles.

The three studies suggest reluctance to show enthusiasm about an administrative career, although "Business deans derive their satisfactions from their abilities to get a difficult job done well."[24] The law deans were equally ambivalent about the pleasures of the job.[25] Only 14.8 percent of the pharmacy deans said they would become an administrator again; 70.4 percent responded "Maybe."[26]

The deans differed in their intent to use the deanship as a stepping stone to another position.[27] A quarter of the business deans reported aspiration to a college presidency; the remainder expected to stay in another academic position. Among the previous law school deans, 54 percent returned to the faculty after administrative service, 45 percent in the same law school. Only 11 percent became dean of another law school, while another six percent continued in other university administration.[28]

One curious difference among these deans is the propensity to have been a practitioner. Business experience was not necessary in business schools, but practical experience was part of the pattern in law and pharmacy schools. However, similarities outweighed differences among these deans. Most deans retained faculty characteristics; few wanted to appear committed to a career in administration. But these deans, self-portraits aside, looked like slightly younger versions of college presidents; a 1993 survey of 2,423 presidents found the typical president to be white, male, and 54 years old.[29] The traditional path to the presidency is through the deanship.[30]

A study of U.S. medical school deans found increased turnover during the past five decades.[31] The average tenure of medical deans declined from 6.7 years for deanships starting in the period 1940-59 to 3.5 years for those in 1980-92. The percentage of deans who served for four years or less increased from 44 percent to 73 percent comparing the same periods. Length of tenure was unevenly distributed across the schools—deans in public medical schools showed significantly shorter tenures, for example. The environment or structure of the schools, rather than characteristics of the deans, may therefore explain the increased turnover. Deans, the researchers speculate, may be leaving their positions more quickly because of increased opportunities for advancement.[32]

Middle Managers

Several authors apply the concept and theories of middle management to university and college support professionals to gain greater understanding of the changing nature of careers and of career progression. One study

TABLE 10

MEDIAN SALARIES OF PH.D.S IN CHEMISTRY EMPLOYED FULL-TIME IN ACADEME AND THEIR PERCENTAGE BY FUNCTION BY NUMBER OF YEARS SINCE THE DEGREE AND PRIMARY FUNCTION

Years Since Ph.D.	Primary Work Function					
	Teaching		Research		Administration	
	Percent	Salary	Percent	Salary	Percent	Salary
0-1	63.7	38,828	36.3	29,000	0.0	---
2-4	57.8	40,333	40.5	37,700	1.7	48,194
5-9	56.4	43,829	42.1	48,889	1.5	40,000
10-14	49.4	48,889	45.0	57,175	5.6	58,056
15-19	53.1	52,628	39.8	66,750	7.1	72,767
20-24	57.7	57,444	28.2	76,000	14.1	74,500
25-29	58.6	63,556	22.5	86,000	18.9	83,014
30-34	57.8	69,056	24.0	86,900	18.2	94,067
35-39	55.0	73,333	32.7	95,000	12.3	88,823
40+	38.2	70,889	51.2	110,000	10.6	105,000
Total	55.8	55,000	33.8	61,233	10.4	80,000

NOTES: All nine- and ten-month salaries are multiplied by 11/9. Data exclude postdocs and respondents whose salary work function was 'other.'

SOURCE: Data obtained by American Chemical Society (ACS), in its 1995 Salary Survey.

outlined the major problem for these middle managers: making progress in their careers in an organization created for and by faculty.[33]

Did middle managers in higher education realize the opportunities for growth and change perceived for middle managers generally in the early 1980s? Contemporary analysts portrayed higher education as offering shrinking opportunities, cost cutting, and condensed functions—an environment that accorded the most opportunity to top administrators—especially presidencies for financial officers.[34] Reductions in the need for faculty, these analysts predicted, would lead to their movement into middle management in academic affairs, and perhaps elsewhere, but not to service areas requiring specialized expertise. Performance evaluations would result in expanded rewards that included title changes and pseudo-promotions.

Obtaining advanced education, one study predicted, would not increase the attractiveness of a middle manager, except for the MBA for jobs in financial affairs and the doctorate for student affairs. But earning these degrees at mid-career meant a loss of time and potentially of position; earning the degree might mean starting over. Internal internships, professional association activities, and consulting that expanded the skills, interests, and abilities of middle managers might prove beneficial, assuming that superordinates and subordinates did not resist new ideas. Opportunities on the open job market were considered limited. Only 20 percent of advertised positions, according to one estimate, were open to outside candidates, and hence competition for the positions was high. The same study characterized a move to industry or business as a "flight of fantasy," though it did not discuss government job prospects. Persistence and determination, the study concluded, were the key characteristics for success in higher education middle management careers.[35]

Did these predictions come true? One study examined how the pressures toward reducing hierarchy in organizations affected middle managers in research libraries.[36] The need for middle managers had not declined, the study concluded, but their roles were transformed. Middle managers, the study found, now administer by consensus because of a growing gap between the characteristics of top managers and themselves and because of reduced authority to make decisions in their areas of responsibility. Line staff, who translate their specialized skills into autonomy, are partners, not subordinates. Middle managers nurture the ability of staff to share in management, that is, become facilitators to "provide a structure for solving problems and [to] assure that the appropriate staff are involved" as increasingly complex problems require the skills of several library staff.[37]

What job competencies do high-ranking administrators desire in their middle managers? A survey of chief student affairs officers (CSAOs) at four-year institutions determined the skills sought in their mid-level managers.[38] The highest-ranking functional categories, on average, were: leadership (1.80), student contact (2.64), and communication (2.78). Categories ranked lower were personnel management (3.79), fiscal management (4.81), professional development (5.48), and research and evaluation (6.62).

The survey then ranked desired competencies within these categories. The highest ranked competencies: "accepts responsibility or delegates as appropriate" (leadership); the ability to "develop mutual understanding and trust with students" (student contact); "maintaining confidentiality" (communication), and "dealing effectively with interpersonal problems" (personnel management). CSAOs viewed personal characteristics—especially integrity and interest in students—as critically important in making middle managerial appointments.

CSAOs judged that upward career mobility is difficult in all types of institutions, and were concerned about the high cost of replacing mid-managers in large institutions. These findings on student affairs officers are suggestive for other occupational areas in colleges and universities.

Administrators and Faculty in Chemistry

Many administrators come from the faculty, but the diverse academic origins of the administrators obscure most comparisons of faculty and administrators. A 1995 salary and employment survey of members of the American Chemical Society (ACS) clarifies the relationships among length of service, primary responsibility—teaching, research, or administration—and compensation of academic Ph.Ds.

The ACS survey, with a 54 percent response rate, included data on 5,714 doctorate-level chemists and chemical engineers who were employed full-time in colleges and universities and whose primary work function was teaching, research, or administration (excluding postdoctoral appointees). The results must be generalized with caution, but the uniformity in qualifications of the respondents increases the value of the key conclusion of the study—the major difference among these ACS members is simply their work assignment.

Table 10 shows for respondents grouped by the number of years since they earned the doctorate (1) the percentage who reported that their primary function was, respectively, teaching, research, or administration and (2) the median salary of those so categorized.[39] The median salary of all administrators exceeded the salary of faculty in both teaching and research by about 40 percent before controlling for any group characteristics. The longer experience of administrators accounts for much of the difference—median salaries of administrators and researchers with equivalent years of experience did not consistently favor one group. Administration salaries exceeded research salaries by five percent, after controlling for rank, experience and other characteristics. In turn, research salaries were 25 percent larger than teaching salaries.[40]

Research salaries increased with experience without exception. So did teaching salaries, except for faculty members still working 40 or more years after receiving the degree. But administration salaries were more varied. Combined with the percentages of the survey respondents in the three functions, they suggest trade-offs and shifting between administration and research, but not teaching. Table 10 shows a net shift from research into administration until the 35th year after the Ph.D. when most respondents would be age 60 or older. At that time, these scientists and engineers are likely to give up administrative posts, some to retire and others to pursue faculty activities. Research offers lucrative financial rewards for chemists who can maintain their scholarship, but this is a very select group. The percentage of research chemists grows slightly—in contrast to shrinking numbers in administration and teaching—among respondents working full-time 35-39 years beyond the Ph.D., and grows substantially for chemists 40 years and beyond. The reduced numbers in the two other groups implies that researchers are less likely to retire than chemists devoted primarily to teaching or administration.

Librarians

The annual survey of placements of M.L.S. recipients from all 50 accredited U.S. library schools, conducted for *Library Journal*, provides a consistent, sensitive measure of change in the labor market. Libraries hired 2,536 of the 4,754 graduates of the class of 1993 by the time of the 1994 survey, an increase over the 1993 figure. But an unusually high 19.8 percent of these graduates obtained temporary or nonprofessional positions—an increase from 9.6 percent last year.[41] This year's graduates—20 percent male—were reluctant or unable to move to regions with good job prospects, according to placement officers. The 1994 "average" beginning salary for librarians for full-time placements in all types of libraries was $27,116—$27,454 for men and $27,031 for women. The 1.7 percent increase over 1993 marks the fourth time in the last five years that the inflation rate exceeded the average beginning salary increase.

Colleges and universities hired 24.7 percent of the graduates in 1994, up slightly from last year. The "average" beginning salary in academe declined 2.9 percent to $25,727.[42] Colleges and universities employed 31 percent of all male hires—a higher percentage than any other sector, and a seven percent increase over 1993. These men earned higher starting salaries ($26,792) than women ($25,253).

TRENDS[43]

The Association of Governing Boards of Universities and Colleges (AGB) has organized an independent Commission on the Academic Presidency. Its primary goal is to develop a clearer understanding of the presidency among federal and state leaders. The commission is expected to issue a report in 1996 that necessarily will address the future of higher education.[43]

Clearly the issue of "doing more with less" will dominate higher education concerns for the foreseeable future. Somehow, higher education must increase its productivity. (Productivity is generally defined as the ratio of output to input.

Who within higher education will determine the strategies for increasing productivity? Recent faculty interviews imply that faculty as a group appreciate the need to increase *output* (particularly in research). [44] However, their focus on output neglects the input (or cost) side of the productivity ratio. Although the faculty are responsible for the core activities that define higher education, if this focus on increasing output continues, the job of initiating and implementing strategies for decreasing costs to increase productivity may fall by default on administrative staff.

If it becomes the job of administrators to increase productivity by decreasing inputs and thus to be more managerial, two potential results are particularly troubling in the current climate. One is that the division between faculty members and administrators may widen. If administrative perspectives and roles diverge from those of the faculty, even short of confrontation, it may be more difficult for an administrator to act like a faculty member who temporarily has accepted additional duties. The reluctance of faculty to step across the line into administrative positions may increase. Current administrators who feel ambivalent about abandoning the faculty may become increasingly uncomfortable in their roles. The consequences then may be increased difficulty in attracting talented people into administration and a reduction in the number of administrators who are both willing to act in these managerial roles and able to perform such roles well.

The diverging perspectives and roles may also affect administrative salaries. The market forces of supply and demand may provide leverage in salary negotiations for the shrinking group of willing and able administrators. If this occurs, the trend noted above for highly paid administrators to receive large salary increases may continue, and the difference between the highest and the lowest salaries of academic administrators may continue to increase.

NOTES

[1] Definitions are paraphrased from *The Condition of Education*, 1992, 353.

[2] Montgomery and Lewis, 1994.

[3] Through 1991, the fall staff survey was conducted by EEOC. Beginning in 1993, the survey became part of the IPEDS (Integrated Postsecondary Education Data System) series conducted by NCES (the National Center for Education Statistics). EEOC and NCES included a somewhat different set of institutions in their surveys. EEOC excluded institutions with fewer than 15 full-time staff while NCES included them. However, EEOC included staff of research laboratories and hospitals if the employer was an educational institution whereas NCES excluded units from its survey if their *function* was not education. The total number of 1991 full-time staff in higher education reported by EEOC was 1,786,369, but the reconstructed 1991 data resulted in a total of 1,812,912 full-time employees.

[4] Montgomery and Lewis, *op cit*.

[5] CUPA, 1995a. The report fine-tunes the selection and definition of positions each year, but consistency in most titles allows analyses of trends. This year's 46 percent response rate in the CUPA survey represents a slight increase from last year's 43 percent. CUPA provides information on salaries, but not benefits, for 12-month positions that exist in the fall of the year. The reports cover only cash earnings paid from institutional funds, thus excluding external sources such as foundations.

[6] *Ibid*., 1995a.

[7] *Ibid*. A few exceptions: The salary of the chief student affairs officer exceeded the salary of the chief development officer at all public and at two-year institutions, a repetition of last year's pattern. The salary of the chief business officer ($93,450) pulled ahead of the chief academic officer ($92,108) at baccalaureate institutions—a significant shift from prior years.

[8] Beginning in 1991-92, CUPA's aggregations across all categories of institution require institutions to have reported enrollment for one aggregation or budget for another. The all-institution data presented here use the institutions reporting a budget level.

[9] CUPA changed the label of private-independent institutions to private-nonreligious in 1992-93, but this chapter retains the older designation.

[10] The exception: deans before 1991-92.

[11] CUPA, 1995b. Each group includes system offices and individual institutions. The number of institutions is measured by the number of CEOs. Two-year colleges are far less common in the other sectors. The independent sector had only 21 two-year colleges out of 320 institutions and systems; the religious sector reported 20 two-year colleges out of 361.

[12] *AS&U* skipped the survey for 1994-95.

[13] Agron, 1994; and CUPA, 1994.

[14] Agron, *op. cit.*

[15] CUPA, *op. cit.*

[16] One two-year college provided financial planning, the most infrequently offered benefit, to a director of data processing.

[17] Agron, *op. cit.* and Agron, 1993.

[18] Hawkes, 1930, 245, quoted in Miller, 1989.

[19] Miller, 1989.

[20] *Ibid.*

[21] Phillips, 1988.

[22] *Ibid.* This concentration surpassed that of a somewhat earlier survey that found nearly one-third of all law *professors* held degrees from just five schools: Harvard, Yale, Columbia, Michigan, and Chicago (Larry Tell, 1980 quoted here.)

[23] Vanderveen, 1988.

[24] Miller, 113.

[25] Phillips, *op. cit.*

[26] Vanderveen, *op. cit.*

[27] Miller, *op. cit.*

[28] Phillips, *op. cit.*

[29] Leatherman, 1993.

[30] Montgomery and Lewis, 1994.

[31] Banaszak-Holl and Greer, 1994.

[32] *Ibid.*

[33] Kraus, 1983.

[34] Analysts saw student financial aid, in particular, as entering a retrenchment period, after sustained growth.

[35] *Ibid.*

[36] Sullivan, 1992.

[37] *Ibid.*, 277.

[38] Gordon, *et al.*, 1993.

[39] A description of the salary survey and presentation of related data are scheduled for publication by the American Chemical Society (ACS) in 1995. Figures given in this chapter were drawn from the survey data by the authors through the courtesy of ACS. Interpretations are those of the authors, not of ACS.

[40] ACS, *loc cit.*

[41] Zipkowitz, 1994.

[42] The medians: $25,300 for new academic librarians; $26,000 for all full-time placements.

[43] Association of Governing Boards, 1995.

[44] Massy and Wilger, 1995.

REFERENCES

Agron, J., "Compensation Survey: Double Jeopardy," *AS&U* (January 1993), 33-40.

Agron, J., "Compensation Survey: Conflicting Signs," *AS&U* (January, 1994), 43-48.

American Chemical Society, *Salaries 1995* (Washington, D.C.: ACS, forthcoming, 1995).

Association of Governing Boards of Universities and Colleges, "Commission Begins Year-Long Look at Academic Presidency," *Trusteeship* 3 (4) (July/August 1995), 2-3.

Banaszak-Holl, J. and D. S. Greer, "Turnover of Deans of Medicine during the Last Five Decades," *Academic Medicine* 69 (1) (January, 1994) 1-7.

College and University Personnel Association (Creal, R.C., K.D. Beyer, and The Brookings Institution), *1991-92 Administrative Compensation Survey* (Washington, D.C.: CUPA, 1992).

____, *1992-93 Administrative Compensation Survey* (Washington, D.C.: CUPA, 1993).

____, *1993-94 Administrative Compensation Survey* (Washington, D.C.: CUPA, 1994).

____, *1994-95 Administrative Compensation Survey* (Washington, D.C.: CUPA, 1995a).

____, *Special Study: Breakout of Two-year Institutions, 1994-95 Compensation* (run on authors' request) (Washington, D.C.: CUPA, 1995b).

Gordon, S.E., C.B. Strode, and B.A. Mann, "The Mid-manager in Student Affairs: What Are CSAOs Looking For?" *NASPA Journal* 30 (4) (Summer, 1993) 290-297.

Kraus, J.D., Jr., "Middle Management in Higher Education: A Dog's Life?" *Journal of the College and University Personnel Association* 34 (4) (Winter, 1983) 29-35.

Leatherman, C., "Typical President is White, Male, 54 Years Old," *Chronicle of Higher Education* 40 (4) (September 15, 1993) A19-20.

Massy, W.F. and A.K. Wilger, "Improving Productivity: What Faculty Think about It and Its Effect on Quality,"*Change* 27 (4) (July/August 1995) 10-20.

Miller, P.M., "A Study of Professional Characteristics of Deans of Colleges of Business," *Higher Education Management* 1 (2) (July, 1989) 107-115.

Montgomery, D.C. and G.L. Lewis, "Administrative Staff: Salaries and Issues," in National Education Association, *The NEA 1994 Almanac of Higher Education* (Washington, D.C.: NEA, 1994).

Phillips, R.F., "The Origins and Destinations of Law School Deans," *Journal of Legal Education* 38 (3) (September, 1988) 331-343.

Sullivan, M., "The Changing Role of the Middle Manager in Research Libraries," *Library Trends* 41 (2) (Fall, 1992) 269-281.

U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 1992* (Washington, D.C.: Government Printing Office, 1992).

U.S. Department of Education, National Center for Education Statistics, "The number of employees in institutions of higher education, by primary occupation and by employment status, sex, and control of institution; 50 states and the District of Columbia, Fall 1993 and 1991." Photocopied tables.

Vanderveen, R. P., "Examination of the Demographic Characteristics and Preferred Management Styles of Pharmacy Deans," *American Journal of Pharmaceutical Education* 52 (2) (Summer, 1988) 141-148.

Zipkowitz, F., "1993 Placements Up, but Full-time Jobs Are Scarce," *Library Journal* 119 (17) (October 15, 1994) 26-32.

1994-95 FACULTY SALARY REPORT

The 1994-95 institutional faculty salary report provides salary and compensation information for the 3,221 institutions in NEA's faculty salary universe. The data are organized by state, institutional type and control. The data are based on the preliminary data released by the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems' Salary Survey for 1994-95.

The detailed data reported are for faculty on 9/10 month contracts only (barring the percent of faculty on 11/12 month contracts column). A national summary of faculty on 11/12 month contracts follows. Changes in average faculty salaries are reported only for institutions responding to the NCES' Salary Survey in both 1993-94 and 1994-95. All dollar amounts are reported in thousands of dollars.

Definitions for the column headings the institutional report are as follows:

PROF ($):	Average salary for professors on 9/10 month contracts, in thousands of dollars.
ASSC ($):	Average salary for associate professors on 9/10 month contracts, in thousands of dollars.
ASST ($):	Average salary for assistant professors on 9/10 month contracts, in thousands of dollars.
INST/LECT ($):	Average salary for instructors and/or lecturers on 9/10 month contracts, in thousands of dollars.
NO RANK ($):	Average salary for faculty on 9/10 month contracts with no rank, in thousands of dollars.
AVG ($):	Average salary for all faculty on 9/10 month contracts, in thousands of dollars.
% CHG (%):	Percent change in average faculty salary from academic year 1993- 94 to 1994-95.
# OF FAC (#):	Number of full-time faculty on 9/10 month contracts.
% FEM (%):	Percent of faculty on 9/10 month contracts that are female.

% TNRD (%):	*Percent of faculty on 9/10 month contracts that are tenured.*
% 11/12 (%):	*Percent of all faculty in the institution that are on 11/12 month contracts.*
AVG BENE ($):	*Average benefits for faculty on 9/10 month contracts, in thousands of dollars.*

The following notes are used throughout the report:

(1) Based on data as reported by the institution.

(2) Data reported with another institution.

(3) Nonresponding institution, data are not imputed.

(4) Nonresponding institution, data reported are imputed.

(5) Combined data respondent; reported data carries data for more than one institution.

+ Data suppressed for confidentiality purposes.

* Due to suppression of data in one or more ranks for confidentiality purposes, the institution's average salary has been computed from the averages shown in the ranks of this report.

AVERAGE SALARY, BENEFITS, NUMBER OF FACULTY AND PERCENT OF FACULTY TENURED AND PERCENT OF FACULTY FEMALE, FACULTY ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL* 1994-95

	Control	
Offering Level	Public	Indep.
AA		
Average salary	$41,326	$33,590
Number of faculty	12,671	1,074
Average benefits	$10,574	$7,129
Percent tenured	23.7%	13.5%
Percent female	44.3%	52.2%
BA		
Average salary	$50,347	$39,225
Number of faculty	427	1,972
Average benefits	$11,208	$8,766
Percent tenured	47.1%	21.6%
Percent female	29.0%	34.4%
BA+		
Average salary	$56,066	$42,243
Number of faculty	3,382	4,851
Average benefits	$12,566	$9,835
Percent tenured	67.2%	26.5%
Percent female	32.9%	36.9%
Doctoral		
Average salary	$65,719	$63,246
Number of faculty	27,609	8,936
Average benefits	$14,779	$16,715
Percent tenured	62.4%	34.0%
Percent female	26.3%	29.9%

** Based on 3,221 institutions (100% of NEA's faculty salary universe).*

SOURCE: NCES, IPEDS Faculty Salary Data, 1994-95.

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ALABAMA												
Public Institutions												
AA												
AL AVIATION & TECH C (1)	--	--	--	--	38.3	38.3	6.1	22	18	91	0	6.3
AL SOUTHERN CC (1)	--	--	--	--	36.9	36.9	11.8	41	41	71	0	7.7
ATMORE STATE TECH C (1)	--	--	--	--	32.7	32.7*	--	19	11	58	24	5.8
BESSEMER STATE TECH C (1)	--	--	35.9	--	36.8	36.4	2.8	45	42	71	18	7.6
BEVILL STATE CC-BREWER CAMPUS (1)	--	--	--	--	35.1	35.1	6.3	13	31	69	32	6.0
BEVILL STATE CC-WALKER CAMPUS (1)	--	--	--	--	37.8	37.8	-1.1	41	46	83	11	6.3
BISHOP STATE CC (1)	--	--	--	--	35.7	35.7	9.0	120	53	63	3	6.1
C A FREDD STATE TECH C (1)	--	--	--	--	39.5	39.5	4.5	13	54	85	0	8.7
CENTRAL AL CC (1)	--	--	--	--	37.1	37.1	6.4	51	43	80	4	6.0
CHATTAHOOCHEE VALLEY CC (1)	--	--	--	--	36.9	36.9	9.2	38	53	74	0	7.6
CHAUNCEY SPARKS STATE TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CC OF THE AIR FORCE (1)	--	--	--	--	--	--	--	--	--	--	--	--
DOUGLAS MACARTHUR STATE TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ENTERPRISE STATE JR C (1)	--	--	--	--	39.4	39.4	8.3	41	49	95	0	8.0
GADSDEN STATE CC (1)	--	--	--	--	48.8	48.8	43.0	129	49	77	0	8.1
G C WALLACE STATE CC-HANCEVILLE (1)	--	--	--	--	34.1	34.1	8.0	121	61	59	0	5.3
G C WALLACE STATE CC-DOTHAN (1)	--	--	--	--	38.0	38.0	9.6	80	55	89	29	7.2
G C WALLACE STATE CC-SELMA (1)	--	--	--	--	33.1	33.1	-4.8	58	47	81	0	6.0
HARRY M AYERS STATE TECH C (1)	--	--	--	--	34.3	34.3*	--	7	71	0	75	5.4
J F DRAKE STATE TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
JAMES H FAULKNER STATE CC (1)	--	--	--	--	36.0	36.0	10.0	42	50	64	19	5.8
JEFFERSON DAVIS CC-BREWTON (1)	--	--	--	--	35.2	35.2	8.3	21	67	76	9	6.0
JEFFERSON STATE CC (1)	--	--	--	--	38.5	38.5	8.1	128	53	91	0	7.9
JOHN C CALHOUN STATE CC (1)	--	--	--	--	37.9	37.9	6.0	135	51	93	0	7.4
JOHN M PATTERSON STATE TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LAWSON STATE CC (1)	--	--	--	--	38.7	38.7	8.5	64	56	92	0	6.6
LURLEEN B WALLACE STATE JR C (1)	--	--	--	--	37.5	37.5	9.6	23	35	100	0	7.7
NORTHEAST AL STATE CC (1)	--	--	--	--	36.0	36.0	6.6	30	57	77	14	7.5
NW SHOALS CC-PHIL CAMPBELL (1)	--	--	--	--	35.6	35.6	7.4	46	48	89	10	7.9
NW SHOALS CC-SHOALS (1)	--	--	--	--	38.2	38.2	--	48	38	96	0	9.3
REID STATE TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SHELTON STATE CC (1)	--	--	--	--	33.7	33.7	22.0	80	63	71	11	8.4
SNEAD STATE CC (1)	--	--	--	36.9	--	36.9	6.9	21	62	62	32	6.2
SOUTHERN UNION STATE CC (1)	--	--	--	--	35.1	35.1	10.0	79	59	65	4	5.0
TRENHOLM STATE TECH C (1)	--	--	--	--	+	+*	59.8	3	67	33	94	4.8
WALKER C (1)	--	--	--	--	32.2	32.2	3.6	22	32	86	12	11.1
BA												
ATHENS STATE C (1)	49.4	43.9	37.5	--	--	42.4	8.4	62	40	77	10	8.4
BA+												
AL STATE U (1)	46.5	39.6	34.0	28.0	--	35.2	2.5	201	50	44	0	6.7
AUBURN U AT MONTGOMERY (1)	52.0	42.2	35.6	27.8	--	40.4	7.2	171	39	65	15	7.8
JACKSONVILLE STATE U (1)	49.5	41.4	35.4	31.8	--	37.8	6.5	180	49	36	34	11.1
TROY STATE U AT DOTHAN (1)	46.0	42.6	36.9	--	--	40.7*	--	56	39	38	7	7.0
TROY STATE U IN MONTGOMERY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TROY STATE U IN PHENIX CITY (2)	--	--	--	--	--	--	--	--	--	--	--	--
TROY STATE U-MAIN CAMPUS (5)	48.8	42.2	34.1	26.2	--	36.7	4.3	143	50	48	35	7.0
U OF MONTEVALLO (1)	47.3	40.5	32.4	29.0	--	40.7*	--	125	42	67	5	8.7
U OF NORTH AL (1)	51.0	43.5	37.7	32.3	--	42.1	4.7	189	39	57	11	8.0
U OF SOUTH AL-BALDWIN (2)	--	--	--	--	--	--	--	--	--	--	--	--
U OF WEST AL (1)	39.0	33.9	28.9	--	--	32.4*	--	28	32	43	70	6.9
Doctoral												
AL A&M U (1)	46.9	38.7	33.4	25.4	--	36.4	5.5	246	35	54	10	8.3
AUBURN U MAIN CAMPUS (1)	61.0	45.6	39.0	28.8	--	46.6	7.4	742	25	64	37	9.1
THE U OF AL (1)	63.9	47.4	40.4	26.7	--	48.8*	--	744	28	61	3	12.1
U OF AL AT BIRMINGHAM (1)	60.5	45.6	37.9	30.6	--	44.8*	--	322	29	58	55	12.2
U OF AL IN HUNTSVILLE (1)	60.4	45.5	40.8	26.1	--	44.6*	--	236	30	44	17	9.2
U OF SOUTH AL (5)	54.7	42.9	39.7	28.3	--	44.0*	--	329	25	56	23	9.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
CONCORDIA C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
FAULKNER U-BIRMINGHAM (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-FLORENCE (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-HUNTSVILLE (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-MOBILE (2)	--	--	--	--	--	--	--	--	--	--	--	--
MARION MILITARY INST (1)	--	--	--	--	22.1	22.1	-3.6	13	38	46	7	3.7
BA												
FAULKNER U (5)	+	+	26.8	--	--	26.8*	4.7	22	41	18	15	5.6
HUNTINGDON C (1)	36.4	32.3	29.0	--	--	31.7*	--	43	37	58	2	7.5
INT'L BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MILES C (1)	+	24.7	22.0	19.0	--	22.3*	--	33	39	12	18	2.6
OAKWOOD C (1)	32.2	30.2	29.1	26.1	--	29.8*	--	61	52	38	19	7.5
SELMA U (1)	--	--	--	--	14.1	14.1	-30	16	19	0	38	1.2
STILLMAN C (1)	32.0	29.8	25.8	24.0	--	28.2*	6.1	51	45	49	6	6.6
TALLADEGA C (1)	34.5	30.7	27.6	26.6	--	30.1*	-1.2	52	37	42	0	4.2
BA+												
BIRMINGHAM SOUTHERN C (1)	51.0	38.9	33.5	--	--	42.2*	--	88	36	64	0	12.2
JUDSON C (1)	38.1	32.3	28.4	24.9	--	30.7*	4.1	26	54	42	0	5.5
SOUTHEASTERN BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SPRING HILL C (1)	44.1	36.8	31.0	--	--	38.1*	1.3	59	27	73	6	8.4
TUSKEGEE U (1)	42.0	36.0	31.5	23.4	--	33.4*	1.9	262	31	36	0	6.1
U OF MOBILE (1)	36.8	31.5	27.6	22.9	--	29.9*	--	80	56	24	5	7.4
Doctoral												
SAMFORD U (1)	59.0	45.8	34.9	26.7	--	46.3*	--	168	39	50	23	13.3
SOUTHERN CHRISTIAN U (1)	--	32.0	--	--	--	32.0	12.3	3	0	0	50	4.9
U.S. SPORTS ACAD (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ALASKA												
Public Institutions												
AA												
PRINCE WILLIAM SOUND CC (1)	+	+	+	--	--	+*	5.4	8	63	63	0	14.2
BA+												
U OF AK ANCHORAGE (1)	61.9	50.7	41.3	34.6	37.3	49.6	0.9	363	40	59	9	15.4
U OF AK SOUTHEAST (1)	57.4	51.2	38.5	32.3	--	46.3	2.0	62	40	52	9	14.1
Doctoral												
U OF AK FAIRBANKS (1)	64.5	55.4	44.7	36.6	36.9	50.2	3.5	283	32	48	25	15.0
Private Institutions												
BA												
SAINT HERMANS THEOL SEM (4)	19.1	--	--	--	--	19.1*	--	4	0	--	0	8.7
SHELDON JACKSON C (1)	+	--	28.4	--	--	28.4*	-2.4	11	36	0	31	6.8
BA+												
AK PACIFIC U (1)	52.3	44.8	39.2	33.5	--	41.5*	--	25	48	0	4	8.3
ARIZONA												
Public Institutions												
AA												
AZ WESTERN C (1)	--	--	--	--	36.1	36.1	4.0	90	49	0	0	8.8
CENTRAL AZ C (1)	--	--	--	--	43.4	43.4	-2.2	82	38	0	14	8.2
CHANDLER/GILBERT CC (1)	--	--	--	--	51.2	51.2	5.6	38	53	63	0	10.4
COCHISE C (1)	--	--	--	--	38.1	38.1	4.3	77	40	0	13	6.4
EASTERN AZ C (1)	--	--	--	--	38.2	38.2	-2.1	45	22	78	12	8.9
GATEWAY CC (1)	--	--	--	--	53.0	53.0	1.6	56	71	61	0	10.6
GLENDALE CC (1)	--	--	--	--	54.4	54.4	1.0	200	44	71	0	10.8
MESA CC (1)	--	--	--	--	53.8	53.8	-0.3	223	46	68	0	10.7
MOHAVE CC (1)	--	--	--	--	36.6	36.6	3.8	50	38	0	0	7.0
NAVAJO CC (1)	--	--	--	--	10.0	10.0	0.0	151	41	31	0	1.0
NORTHLAND PIONEER C (1)	--	--	--	--	34.1	34.1	-8.0	36	36	100	10	6.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
PARADISE VALLEY CC (1)	--	--	--	--	52.2	52.2	-0.4	54	50	65	0	10.5
PHOENIX C (1)	--	--	--	--	54.5	54.5	0.1	140	61	65	0	10.8
PIMA CC (1)	--	--	--	--	39.6	39.6	0.7	257	48	0	0	6.7
RIO SALADO CC (1)	--	--	--	--	51.7	51.7	-3.0	11	45	64	0	10.4
SCOTTSDALE CC (1)	--	--	--	--	54.2	54.2	1.1	125	45	74	0	10.7
SOUTH MOUNTAIN CC (1)	--	--	--	--	53.7	53.7	5.0	41	63	71	0	10.7
YAVAPAI C (1)	--	--	--	--	39.5	39.5	2.1	81	32	0	0	7.6
BA+												
AZ STATE U-WEST (1)	67.6	54.1	43.8	37.3	26.3	48.0	--	175	50	35	0	10.5
Doctoral												
AZ STATE U-MAIN CAMPUS (1)	64.6	48.7	41.4	30.8	26.5	52.3*	--	1,326	27	73	7	11.0
NORTHERN AZ U (1)	56.6	44.8	37.6	27.6	--	43.4	6.8	599	34	56	7	10.0
U OF AZ (1)	68.8	47.8	43.6	38.4	--	56.6	4.8	1,118	24	75	17	11.1
Private Institutions												
BA												
SOUTHERN AZ BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
SW CONSERV BAPTIST BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA+												
AMER GRAD SCHL OF INT'L MGMT (1)	51.6	62.4	30.8	--	--	53.2*	0.0	90	29	68	0	10.1
AZ C OF THE BIBLE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
F LLOYD WRIGHT SCHL OF ARCH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GRAND CANYON U (1)	41.2	34.4	28.8	21.6	--	32.5	8.6	88	52	28	0	7.0
OTTAWA U-PHOENIX (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PRESCOTT C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
Doctoral												
NOVA U-PHOENIX (2)	--	--	--	--	--	--	--	--	--	--	--	--
ARKANSAS												
Public Institutions												
AA												
AR STATE U-BEEBE NEWPORT (1)	+	+	28.0	25.4	--	27.0*	--	60	47	23	17	6.2
EAST AR CC (1)	--	--	--	--	29.7	29.7	6.0	33	64	0	18	8.0
GARLAND COUNTY CC (1)	--	--	--	--	33.0	33.0	3.2	42	62	0	19	7.1
MS COUNTY CC (1)	--	--	--	--	28.0	28.0	3.7	35	54	0	15	8.3
NORTH AR COMMUNITY TECH C (1)	--	--	--	--	30.4	30.4	2.5	54	52	0	21	6.0
NORTHWEST AR CC (1)	--	--	--	--	28.6	28.6	--	24	58	0	35	6.7
PHILLIPS COUNTY CC (1)	--	--	--	--	29.1	29.1	2.8	53	70	0	2	7.8
RICH MOUNTAIN CC (1)	--	--	--	--	31.9	31.9	-6.5	18	44	0	10	7.6
SOUTH AR CC (1)	--	--	--	--	30.5	30.5	1.9	34	53	50	19	7.5
SOUTHERN AR U TECH (1)	--	33.5	30.5	--	--	31.8*	4.7	24	38	0	17	7.7
WESTARK CC (1)	--	--	--	--	31.0	31.0	1.4	100	46	59	12	8.1
BA+												
AR TECH U (1)	43.6	38.1	34.3	25.8	--	37.5*	--	160	35	64	12	8.9
HENDERSON STATE U (1)	45.5	38.2	32.9	25.7	--	38.0	4.1	148	35	57	6	10.2
SOUTHERN AR U MAIN CAMPUS (1)	47.2	39.2	32.0	27.5	--	36.9	2.0	107	48	63	19	8.3
U OF AR AT MONTICELLO (1)	43.2	36.6	33.2	27.6	+	33.9*	--	94	35	43	20	7.6
U OF AR AT PINE BLUFF (1)	41.6	36.7	35.0	27.0	--	34.1	2.9	129	41	43	31	8.1
U OF CENTRAL AR (1)	52.3	41.2	35.4	28.5	--	39.2	2.1	319	41	51	10	8.9
Doctoral												
AR STATE U-MAIN CAMPUS (1)	51.6	42.5	34.5	26.6	--	39.3	0.4	349	34	50	11	10.8
U OF AR AT FAYETTEVILLE (1)	57.6	45.6	39.8	24.2	--	45.0	2.0	514	27	51	35	9.2
U OF AR AT LITTLE ROCK (1)	54.3	41.5	37.2	24.2	29.1	41.4	-1.3	347	35	63	10	8.6
U OF AR FOR MED SCIENCES (1)	--	50.4	+	27.8	--	39.1*	--	8	100	0	94	8.3
Private Institutions												
AA												
SHORTER C (1)	--	--	--	10.7	--	10.7	-18	24	67	100	47	0.8
BA												
AR BAPTIST C (1)	13.4	12.4	+	--	--	12.9*	23.0	11	45	100	21	--
CENTRAL BAPTIST C (1)	27.4	+	22.3	--	--	24.8*	9.8	13	31	0	0	4.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
HENDRIX C (1)	49.1	41.3	36.0	--	--	43.4	3.0	67	22	70	0	14.3
JOHN BROWN U (1)	41.1	35.4	29.9	--	--	36.1*	4.6	61	18	0	6	8.6
LYON C (1)	51.5	47.9	32.8	--	--	42.2*	--	43	23	28	0	9.4
OUACHITA BAPTIST U (1)	44.1	37.7	30.6	27.1	--	35.6*	--	94	22	56	0	10.2
WILLIAMS BAPTIST C (1)	31.7	26.8	25.4	--	--	26.8*	–0.8	24	46	25	0	5.9

BA+

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
HARDING U (1)	43.4	38.5	34.5	24.6	--	38.9*	--	179	23	51	0	8.5
U OF THE OZARKS (1)	32.4	30.2	28.4	--	--	30.3*	--	40	38	48	0	11.2

CALIFORNIA

Public Institutions

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ALLAN HANCOCK C (1)	--	--	--	--	46.9	46.9	0.0	87	31	100	3	11.8
AMERICAN RIVER C (1)	--	--	--	--	48.3	48.3	0.7	236	42	86	1	9.5
ANTELOPE VALLEY C (1)	61.1	51.9	47.1	51.2	51.2	56.9*	1.9	96	45	93	4	12.3
BAKERSFIELD C (1)	48.3	40.5	33.8	--	--	45.3*	0.0	159	48	86	25	9.9
BARSTOW C (1)	--	--	--	--	53.1	53.1	–0.9	26	19	85	0	--
BUTTE C (1)	--	--	--	--	49.6	49.6	2.8	118	37	86	2	--
CABRILLO C (1)	--	--	--	--	48.6	48.6	5.1	138	48	83	1	5.8
CANADA C (1)	--	--	--	--	52.1	52.1	–2.9	64	42	89	0	10.8
CERRITOS C (1)	--	--	--	--	53.6	53.6	2.2	216	44	79	0	12.4
CERRO COSO CC (1)	49.3	41.1	+	--	--	47.8*	0.0	25	36	88	29	10.2
CHABOT C (4)	--	--	--	--	51.7	51.7	--	174	34	--	0	10.8
CHAFFEY CC (1)	--	--	--	--	63.0	63.0	7.8	127	48	97	0	--
CITRUS C (4)	--	--	--	--	51.9	51.9	--	99	37	--	18	17.0
CITY C OF SAN FRANCISCO (1)	--	--	--	--	51.6	51.6	5.0	570	48	92	0	--
COASTLINE CC (1)	--	--	--	--	50.4	50.4	5.1	35	66	74	3	--
C OF ALAMEDA (1)	--	--	--	--	46.6	46.6	0.8	67	36	0	0	10.3
C OF MARIN (1)	--	--	--	--	56.0	56.0	–0.3	123	41	98	0	10.9
C OF SAN MATEO (1)	--	--	--	--	51.9	51.9	0.2	150	35	89	0	10.2
C OF THE CANYONS (1)	--	--	--	--	52.9	52.9	0.5	55	44	100	0	10.7
C OF THE DESERT (1)	49.7	44.0	41.5	38.1	--	46.4	5.8	85	32	87	11	12.3
C OF THE REDWOODS (1)	--	--	--	--	48.4	48.4	1.3	115	32	84	0	11.7
C OF THE SEQUOIAS (1)	--	--	--	--	50.4	50.4	1.2	148	42	88	0	11.0
C OF THE SISKIYOUS (1)	--	--	--	--	45.3	45.3	7.1	42	24	88	0	--
COLUMBIA C-COLUMBIA (1)	--	--	--	--	49.5	49.5	0.0	27	22	81	4	13.5
COMPTON CC (1)	--	--	--	--	44.3	44.3	0.7	56	38	84	0	--
CONTRA COSTA C (1)	--	--	--	--	54.7	54.7	–1.3	83	43	77	1	12.7
COSUMNES RIVER C (1)	--	--	--	--	46.5	46.5	1.2	107	45	74	3	9.3
CRAFTON HILLS C (1)	--	--	--	--	51.0	51.0	0.3	41	29	90	7	0.2
CUESTA C (1)	--	--	--	--	46.4	46.4	3.1	92	40	93	0	--
CUYAMACA C (1)	--	--	--	--	49.6	49.6	4.7	41	24	93	0	--
CYPRESS C (1)	--	--	--	--	52.7	52.7	2.9	174	48	87	1	10.6
DE ANZA C (1)	--	--	--	--	56.9	56.9	4.2	214	40	76	6	--
DIABLO VALLEY C (1)	--	--	--	--	55.4	55.4	2.0	221	37	82	0	10.8
EAST LOS ANGELES C (1)	--	--	--	--	40.4	40.4	–15	164	38	100	1	9.8
EDUCATIONAL CULTURAL COMPLEX (3)	--	--	--	--	--	--*	--	0	--	--	--	--
EL CAMINO C (1)	--	--	--	--	50.1	50.1	–1.5	258	40	93	0	14.0
EVERGREEN VALLEY C (1)	--	--	--	--	51.8	51.8	14.7	87	52	79	1	--
FEATHER RIVER CC DISTRICT (1)	--	--	--	--	45.9	45.9	1.2	17	18	76	6	12.2
FOOTHILL C (1)	--	--	--	--	55.8	55.8	2.5	145	37	80	8	0.7
FRESNO CITY C (1)	--	--	--	--	51.8	51.8	0.0	198	30	90	4	12.1
FULLERTON C (1)	--	--	--	--	50.3	50.3	0.0	245	39	84	2	10.5
GAVILAN C (4)	--	--	--	--	53.9	53.9	--	60	43	--	0	10.1
GLENDALE CC (1)	--	--	--	--	49.9	49.9	–2.4	159	42	77	0	--
GOLDEN WEST C (1)	--	--	--	--	54.4	54.4	3.5	176	37	93	4	--
GROSSMONT C (1)	--	--	--	--	49.5	49.5	3.5	178	37	85	0	--
HARTNELL C (1)	--	--	--	--	46.7	46.7	1.6	81	36	81	0	11.5
IMPERIAL VALLEY C (1)	49.2	37.8	41.9	37.4	--	43.7*	--	95	51	80	0	10.8
IRVINE VALLEY C (1)	--	--	--	--	54.0	54.0	–4.7	65	37	65	0	14.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KINGS RIVER CC (1)	- -	- -	- -	- -	52.4	52.4	0.0	65	23	91	4	12.3
LAKE TAHOE CC (1)	- -	- -	- -	- -	45.4	45.4	-0.3	24	54	71	0	11.7
LANEY C (1)	- -	- -	- -	- -	46.0	46.0	1.2	104	41	100	0	9.3
LAS POSITAS C (4)	- -	- -	- -	- -	50.7	50.7	- -	58	45	- -	0	10.3
LASSEN C (1)	- -	- -	- -	- -	47.6	47.6	7.9	35	26	83	29	12.3
LONG BEACH CITY C (4)	59.4	53.6	50.8	48.7	- -	54.1	- -	257	45	- -	0	12.0
LOS ANGELES CITY C (1)	- -	- -	- -	- -	40.5	40.5	-14	188	37	100	1	9.8
LOS ANGELES HARBOR C (1)	- -	- -	- -	- -	41.0	41.0	-15	106	43	100	1	9.8
LOS ANGELES MISSION C (1)	- -	- -	- -	- -	39.5	39.5	-13	39	38	100	0	9.8
LOS ANGELES PIERCE C (1)	- -	- -	- -	- -	40.9	40.9	-14	210	34	100	1	9.9
LOS ANGELES SOUTHWEST C (1)	- -	- -	- -	- -	39.7	39.7	-15	63	46	100	5	10.0
LOS ANGELES TRADE TECH C (1)	- -	- -	- -	- -	39.6	39.6	-14	160	36	100	0	9.7
LOS ANGELES VALLEY C (1)	- -	- -	- -	- -	40.4	40.4	-15	183	39	100	2	9.8
LOS MEDANOS C (1)	- -	- -	- -	- -	54.0	54.0	1.3	78	46	73	1	11.4
MENDOCINO C (1)	- -	- -	- -	- -	48.6	48.6	1.6	33	36	100	0	11.1
MERCED C (1)	- -	- -	- -	- -	49.9	49.9	4.7	99	37	80	6	12.1
MERRITT C (1)	- -	- -	- -	- -	46.9	46.9	2.6	71	46	0	0	10.3
MIRA COSTA C (1)	- -	- -	- -	- -	52.5	52.5	2.6	89	48	81	0	10.4
MISSION C (1)	- -	- -	- -	- -	52.4	52.4	2.1	82	55	93	1	- -
MODESTO JR C (1)	- -	- -	- -	- -	47.8	47.8	0.0	144	29	84	6	12.9
MONTEREY PENINSULA C (1)	- -	- -	- -	- -	48.6	48.6	0.1	61	41	90	0	- -
MOORPARK C (1)	- -	- -	- -	- -	52.7	52.7	1.2	125	39	98	0	14.9
MOUNT SAN JACINTO C (1)	- -	- -	- -	- -	47.5	47.5	0.6	60	35	75	8	13.0
MT SAN ANTONIO C (1)	- -	- -	- -	- -	53.6	53.6	0.4	237	46	81	7	12.6
NAPA VALLEY C (1)	- -	- -	- -	- -	46.6	46.6	6.2	83	51	82	5	- -
OHLONE C (1)	- -	- -	- -	- -	50.6	50.6	-1.0	90	39	84	0	- -
ORANGE COAST C (1)	- -	- -	- -	- -	52.9	52.9	2.4	249	41	87	2	- -
OXNARD C (1)	- -	- -	- -	- -	50.5	50.5	1.3	64	45	95	0	14.1
PALO VERDE C (1)	- -	- -	- -	- -	+	+*	- -	2	50	50	0	- -
PALOMAR C (1)	- -	- -	- -	- -	51.1	51.1	0.6	224	38	86	1	- -
PASADENA CITY C (1)	- -	- -	- -	- -	49.6	49.6	2.9	281	48	81	1	- -
PORTERVILLE C (1)	47.4	41.1	+	- -	- -	45.7*	0.0	48	31	77	16	10.0
RANCHO SANTIAGO C (1)	- -	- -	- -	- -	56.4	56.4	4.0	233	47	88	2	- -
RIO HONDO C (1)	- -	- -	- -	- -	55.9	55.9	0.8	131	47	94	1	- -
RIVERSIDE CC (1)	62.7	56.6	50.0	45.3	- -	52.1	-0.5	192	45	72	0	11.3
SACRAMENTO CITY C (1)	- -	- -	- -	- -	47.6	47.6	1.0	202	45	83	3	9.5
SADDLEBACK C (1)	- -	- -	- -	- -	61.5	61.5	-1.5	174	41	94	0	17.6
SAN BERNARDINO VALLEY C (1)	- -	- -	- -	- -	51.3	51.3	0.5	109	39	92	3	0.5
SAN DIEGO CITY C (1)	- -	- -	- -	- -	51.6	51.6	6.5	129	41	85	6	- -
SAN DIEGO MESA C (1)	- -	- -	- -	- -	52.2	52.2	6.2	223	40	91	2	- -
SAN DIEGO MIRAMAR C (1)	- -	- -	- -	- -	50.9	50.9	5.4	63	30	81	0	- -
SAN JOAQUIN DELTA C (1)	- -	- -	- -	- -	57.2	57.2	-0.1	194	42	100	0	11.6
SAN JOSE CITY C (1)	- -	- -	- -	- -	53.1	53.1	12.8	111	43	87	0	- -
SANTA BARBARA CITY C (4)	- -	- -	- -	- -	49.5	49.5	- -	170	42	- -	0	- -
SANTA MONICA C (1)	61.0	54.3	45.3	- -	+	57.2*	-0.4	230	52	85	0	9.2
SANTA ROSA JR C (1)	- -	- -	- -	- -	53.6	53.6	0.1	232	37	96	0	- -
SHASTA C (1)	- -	- -	- -	- -	48.8	48.8	3.6	118	36	92	0	12.3
SIERRA C (4)	- -	- -	- -	- -	48.4	48.4	- -	117	31	- -	3	11.6
SKYLINE C (1)	- -	- -	- -	- -	51.6	51.6	-0.2	93	48	85	0	10.5
SOLANO COUNTY CC DISTRICT (1)	- -	- -	- -	- -	50.9	50.9	-0.1	121	41	83	1	- -
SOUTHWESTERN C (1)	- -	- -	- -	- -	53.1	53.1	1.9	171	43	89	4	- -
TAFT C (1)	- -	- -	- -	- -	57.2	57.2	0.3	18	28	89	14	11.6
VENTURA C (1)	- -	- -	- -	- -	53.2	53.2	1.9	137	36	100	0	14.3
VICTOR VALLEY C (1)	- -	- -	- -	- -	50.3	50.3	5.1	66	41	80	0	- -
VISTA C (1)	- -	- -	- -	- -	44.1	44.1	-3.0	14	50	0	0	5.8
WEST HILLS CC (1)	- -	- -	- -	- -	47.0	47.0	3.5	42	26	100	7	12.2
WEST LOS ANGELES C (1)	- -	- -	- -	- -	40.8	40.8	-15	74	30	100	1	9.8
WVLLEY C (1)	- -	- -	- -	- -	51.2	51.2	-1.8	131	48	83	6	- -
YUBA C (1)	- -	- -	- -	- -	54.5	54.5	1.0	85	35	86	0	- -
BA												
CA MARITIME ACAD (1)	66.3	43.3	+	39.1	45.3	54.5*	- -	40	8	48	0	13.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
CA POLYTECH ST U-SAN LUIS OBISPO (1)	63.2	51.1	41.0	- -	- -	59.5*	3.6	641	18	83	5	15.4
CA STATE POLYTECH U-POMONA (1)	63.5	51.5	42.6	- -	- -	58.5*	4.2	587	24	77	4	15.2
CA STATE U-BAKERSFIELD (1)	61.6	49.9	39.3	33.7	- -	52.5	5.4	205	35	64	1	14.2
CA STATE U-CHICO (1)	62.6	49.5	40.9	33.8	- -	57.5	3.0	531	29	85	5	15.0
CA STATE U-DOMINGUEZ HILLS (1)	62.6	49.6	41.0	31.8	- -	57.4	3.3	247	36	76	9	15.0
CA STATE U-FRESNO (1)	62.6	49.8	39.3	33.0	- -	57.0	3.0	626	31	80	4	14.9
CA STATE U-FULLERTON (1)	62.6	50.9	41.0	28.2	- -	56.5*	- -	587	30	76	4	14.9
CA STATE U-HAYWARD (1)	62.9	50.4	39.5	33.6	- -	57.1*	- -	370	34	81	3	15.0
CA STATE U-LONG BEACH (1)	62.0	49.2	41.6	33.5	- -	56.0*	- -	738	33	77	3	14.7
CA STATE U-NORTHRIDGE (1)	62.3	48.4	40.7	31.8	- -	55.8	2.4	691	33	78	5	14.7
CA STATE U-SACRAMENTO (1)	62.6	49.2	40.1	- -	- -	59.2	3.2	682	31	85	4	15.3
CA STATE U-SAN BERNARDINO (1)	61.6	50.0	40.6	33.1	- -	51.8	3.3	379	37	62	4	14.1
CA STATE U-SAN MARCOS (1)	63.2	50.0	41.1	- -	- -	48.0*	- -	100	44	35	4	13.5
CA STATE U-STANISLAUS (1)	61.9	47.5	37.3	31.4	- -	52.0	2.2	212	36	68	3	14.0
HUMBOLDT STATE U (1)	61.7	48.7	39.6	31.2	- -	55.6	2.5	305	24	77	3	14.7
SAN JOSE STATE U (1)	62.0	51.0	42.4	33.8	- -	55.0	4.3	773	34	67	4	14.5
SONOMA STATE U (1)	62.1	48.2	40.6	- -	- -	56.9*	- -	224	29	79	3	14.9
Doctoral												
CA STATE U-LOS ANGELES (1)	62.8	51.0	41.2	32.6	- -	55.3*	- -	542	36	71	4	14.6
NAVAL POSTGRAD SCHL (1)	71.4	58.1	49.8	37.8	- -	60.7*	- -	301	7	50	0	10.0
SAN DIEGO STATE U (1)	62.3	50.3	41.4	34.6	- -	56.5	3.3	868	30	85	4	14.9
SAN FRANCISCO STATE U (1)	62.2	50.1	40.9	31.9	- -	56.0	3.8	675	35	72	5	14.7
U OF CA-BERKELEY (1)	80.5	54.0	46.1	38.8	43.3	67.6*	- -	1,184	25	75	4	9.1
U OF CA-DAVIS (1)	72.8	50.6	43.6	42.6	+	58.7*	0.8	613	28	69	39	8.4
U OF CA-IRVINE (1)	74.8	52.3	44.7	42.2	+	60.4*	- -	559	25	73	10	8.6
U OF CA-LOS ANGELES (1)	79.2	53.1	45.6	41.9	41.2	64.1*	- -	1,237	26	66	14	8.9
U OF CA-RIVERSIDE (1)	71.6	47.5	41.4	34.0	38.8	53.2*	- -	372	31	59	10	8.1
U OF CA-SAN DIEGO (1)	76.3	50.5	44.3	39.5	44.8	61.3	0.6	641	21	73	9	8.7
U OF CA-SAN FRANCISCO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF CA-SANTA BARBARA (1)	74.9	49.4	42.1	38.2	+	59.0*	- -	657	25	70	0	8.4
U OF CA-SANTA CRUZ (4)	70.8	48.1	41.6	41.5	+	56.4*	- -	414	32	- -	1	8.8
Private Institutions												
AA												
CENTRAL CA COMMERCIAL C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
C R DREW U OF MED & SCI (4)	+	+	+	- -	- -	+*	- -	5	20	- -	0	- -
D-Q U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DON BOSCO TECH INST (1)	- -	- -	- -	- -	32.8	32.8	–12	3	0	0	25	9.1
HEALD BUSINESS C (4)	+	+	30.8	- -	27.9	29.3*	- -	18	56	- -	10	- -
HEALD BUSINESS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
HEALD BUSINESS C-HAYWARD (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HEALD BUSINESS C-SACRAMENTO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HEALD BUSINESS C-SAN FRANCISCO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
HEALD BUSINESS C-WALNUT CREEK (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HEALD C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
HEALD I OF TECHN-MARTINEZ (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HEALD I OF TECHN-SAN FRANCISCO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HEALD I OF TECHN-SAN JOSE (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
HUMPHREYS C-SACRAMENTO (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
KELSEY-JENNEY BUSINESS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
KELSEY-JENNEY BUSINESS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MARYMOUNT C (1)	45.0	39.9	34.7	34.6	- -	38.9*	- -	44	48	0	0	10.6
SAN FRANCISCO C OF MORTUARY SCI (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
BA												
AMERICAN-ARMENIAN INT'L C (4)	+	+	+	- -	- -	+*	- -	3	0	- -	0	- -
ART INST OF SOUTHERN CA (1)	- -	+	+	- -	- -	+*	13.8	7	43	0	0	9.8
CAPITAL BIBLE INST (4)	+	+	+	- -	- -	+*	- -	5	20	- -	17	- -
CHRISTIAN HERITAGE C (1)	32.1	26.1	+	- -	- -	30.5*	–0.7	20	20	0	0	8.0
CHRISTIAN LIFE C (4)	+	+	+	- -	- -	+*	- -	5	20	- -	17	- -
CLAREMONT MCKENNA C (1)	75.0	52.7	42.7	36.1	- -	62.2*	- -	71	23	75	0	14.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
COGSWELL C (1)	44.5	43.1	+	- -	- -	43.5*	- -	11	0	0	0	7.2
HUMPHREYS C-STOCKTON (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LIFE BIBLE C (1)	33.2	- -	- -	- -	- -	33.2	5.4	9	44	0	0	7.9
LOUISE SALINGER ACAD OF FASHION (4)	- -	- -	- -	- -	+	+*	- -	1	100	- -	67	- -
MARIN BIBLE C (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
MENLO C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
PATTEN C (1)	- -	- -	- -	- -	- -	+*	- -	1	0	0	89	- -
PITZER C (1)	68.3	45.8	39.5	- -	- -	56.6*	- -	53	32	72	0	14.4
POMONA C (1)	74.2	54.1	41.7	36.0	- -	57.1*	- -	162	36	56	0	13.6
SAINT JOHNS SEM C (1)	- -	+	+	- -	+	+*	10.2	7	57	0	0	5.9
SAN JOSE CHRISTIAN C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
THE UNION INST (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
THOMAS AQUINAS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
WEIMER C (4)	+	+	+	- -	- -	+*	- -	5	20	- -	17	- -
WEST COAST CHRISTIAN C (4)	+	+	+	- -	- -	+*	- -	5	20	- -	17	- -
WHITE MEM MED CTR SCHL OF NURS (4)	+	+	+	- -	- -	+*	- -	3	0	- -	0	- -
YESHIVA U OF LOS ANGELES (4)	57.9	43.9	37.6	- -	- -	47.3*	- -	16	31	- -	24	- -
BA+												
ACAD OF CHINESE CULT & HLTH SCI (4)	+	+	+	- -	- -	+*	- -	3	0	- -	0	- -
AMERICAN BAPT SEM OF THE WEST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
AMERICAN FILM INST-CTR ADVD FILM & TV STUDIES (4)	- -	- -	- -	- -	+	+*	- -	1	0	- -	0	- -
ANTIOCH U-LOS ANGELES BRANCH (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ANTIOCH U-SANTA BARBARA BRNCH (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ART CTR C OF DESIGN (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
AZUSA PACIFIC U (1)	47.6	39.8	34.7	30.2	- -	40.5*	2.5	98	42	10	40	13.3
BETHANY C OF THE ASSEMB OF GOD (1)	41.9	33.8	27.4	- -	- -	35.3*	- -	16	13	100	0	12.1
BETHESDA CHRISTIAN U (4)	- -	- -	- -	- -	- -	+*	- -	1	100	- -	50	- -
CA BAPTIST C (1)	31.1	26.7	31.6	- -	- -	29.8*	- -	52	37	94	0	10.3
CA COAST U (4)	+	+	+	- -	- -	+*	- -	5	20	- -	17	- -
CA C OF ARTS & CRAFTS (1)	+	- -	- -	- -	- -	+*	- -	1	0	100	97	- -
CA FAMILY STUDY CTR (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
CA INST OF THE ARTS (1)	- -	- -	- -	- -	40.1	40.1	3.4	113	35	0	0	7.6
CA INT'L U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
CA LUTHERAN U (4)	49.3	40.3	35.2	31.3	- -	40.9*	- -	89	35	- -	3	13.5
CENTRAL U OF SOUTHERN CA (4)	57.9	43.9	37.1	- -	- -	46.6*	- -	22	27	- -	21	- -
CHAPMAN U (1)	60.3	48.3	42.6	- -	- -	50.2	8.2	111	34	57	7	14.8
CHAPMAN U-ACADEMIC CTRS (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
COLEMAN C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
C OF NOTRE DAME (1)	53.1	42.9	39.7	- -	- -	46.8*	- -	50	58	46	18	8.9
C OF OSTEOPATH MED OF THE PACIFIC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
CONCORDIA U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DOMINICAN C OF SAN RAFAEL (1)	50.2	41.0	36.4	- -	- -	42.7*	- -	40	68	3	5	8.7
FRESNO PACIFIC C (1)	- -	- -	- -	- -	37.1	37.1	2.5	52	27	100	7	9.5
GOLDEN GATE U-IRVINE (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GOLDEN GATE U-LOS ALTOS (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GOLDEN GATE U-LOS ANGELES (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GOLDEN GATE U-MONTEREY (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GOLDEN GATE U-SACRAMENTO (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GOLDEN GATE U-WALNUT CREEK (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HARVEY MUDD C (1)	80.3	61.6	47.4	- -	- -	66.7*	- -	67	19	70	0	16.8
HEALD I OF TECHN-HAYWARD (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
HOLY NAMES C (1)	47.7	39.2	31.2	- -	- -	37.8*	- -	66	64	35	0	5.4
IMMACULATE HEART C CTR (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
INST FOR CREATION RESEARCH (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
INST OF BUDDHIST STUDIES INC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
INT'L SCHL OF THEOLOGY (1)	- -	- -	+	- -	- -	+*	- -	2	0	0	0	- -
INT'L U FOR NUTRITION EDUC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
JESUIT SCHL OF THEOLOGY-BERKELEY (1)	52.4	45.9	38.8	- -	+	46.7*	- -	20	30	60	0	10.7
JOHN F KENNEDY U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
KERNEL U (4)	57.9	43.9	37.1	- -	- -	46.6*	- -	22	27	- -	21	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
LINCOLN U (1)	23.4	+	+	--	--	23.4*	7.3	9	22	56	0	3.8
LOYOLA MARYMOUNT U (1)	74.6	56.8	43.7	--	76.7	61.7*	--	305	32	68	0	18.9
MILLS C (1)	59.5	46.7	38.5	--	--	48.6*	--	75	57	57	0	12.2
MONTEREY INST OF INT'L STUDIES (1)	57.5	43.0	38.3	--	--	44.8*	0.1	51	45	4	0	11.8
MOUNT SAINT MARYS C (1)	51.1	41.1	35.2	30.1	--	40.0*	--	59	68	59	21	5.9
NATIONAL U (1)	52.6	49.3	37.9	34.0	--	39.9	3.1	86	36	0	0	6.2
NEW C FOR ADVD CHRISTIAN STUDY-BERKELEY (3)	--	--	--	--	--	--*	--	0	--	--	--	--
NEW C OF CA (1)	--	--	--	--	25.7	25.7*	--	4	75	0	86	7.2
NORTHWESTERN POLYTECH U (1)	--	--	--	--	--	--*	--	0	--	--	--	--
OCCIDENTAL C (1)	63.7	48.9	40.8	35.1	--	50.8	3.6	144	42	58	0	13.2
OTIS C OF ART & DESIGN (1)	--	--	--	--	34.1	34.1	--	15	40	100	0	8.7
PACIFIC CHRISTIAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PACIFIC OAKS C (1)	--	--	--	--	30.9	30.9*	--	8	88	0	64	5.2
PACIFIC STATES U (4)	--	--	--	--	27.6	27.6	--	5	0	--	0	4.1
PACIFIC UNION C (1)	36.6	33.9	31.3	27.9	--	33.4	0.6	102	38	43	0	12.4
POINT LOMA NAZARENE C (1)	52.1	41.7	34.5	28.7	--	43.5	1.5	100	34	31	0	11.8
SAINT JOHNS SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAINT MARYS C OF CA (1)	62.2	48.6	40.5	--	--	50.5	5.7	144	42	55	5	11.3
SAINT PATRICKS SEM (1)	16.5	+	+	--	--	16.5*	0.1	8	13	0	0	5.8
SAMRA U OF ORIENTAL MEDICINE (1)	--	--	--	--	--	--	--	--	--	--	--	--
SAMUEL MERRITT C (1)	+	48.9	47.5	16.5	--	25.2*	–41	59	83	0	17	8.9
SAN FRANCISCO ART INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAN FRANCISCO CONSERV OF MUSIC (1)	--	--	--	--	38.9	38.9	3.1	25	40	0	0	7.1
SAN JOAQUIN C OF LAW (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SCRIPPS C (1)	65.3	45.8	37.4	--	--	54.2*	4.3	51	51	75	0	13.9
SCRIPPS MEM HOSP-MED TECH SCHL (1)	--	--	--	--	--	--	--	--	--	--	--	--
SIMON GREENLEAF U (1)	--	--	--	--	--	--	--	--	--	--	--	--
SIMPSON C (1)	39.5	33.8	30.1	--	--	32.6*	--	25	24	0	0	9.6
SOUTH BAYLO U (5)	--	--	--	--	9.9	9.9	--	34	15	0	0	--
SOUTH BAYLO U (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHERN CA C (1)	45.4	38.5	29.9	--	--	38.1*	--	45	24	67	0	12.1
SOUTHERN CA INST OF ARCHITEC (4)	59.1	45.4	38.6	--	--	47.7*	--	13	31	--	7	--
STARR KING SCHL FOR MINISTRY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
THE MASTERS C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
THE NATIONAL HISPANIC U (1)	+	+	+	--	--	+*	--	5	80	0	50	3.5
U OF JUDAISM (4)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF REDLANDS (1)	59.8	48.4	41.8	--	--	50.9*	--	111	39	59	0	12.7
U OF WEST LOS ANGELES (1)	--	--	--	--	47.5	47.5*	--	6	33	0	33	6.4
WEST COAST U (1)	34.6	+	+	--	--	34.6*	–26	11	9	0	21	0.5
WESTMONT C (1)	51.1	42.1	35.3	31.2	--	43.4*	--	75	24	56	0	11.7
WHITTIER C (1)	66.3	52.0	41.2	41.5	--	54.4	23.9	116	38	64	0	11.0
WOODBURY U (1)	45.4	39.8	36.2	--	--	39.8*	4.2	24	38	0	0	10.3
YESHIVA OHR ELCHONON CHABAD WEST COAST TAL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
Doctoral												
AGAPE CHRISTIAN U (3)	--	--	--	--	--	--*	--	0	--	--	--	--
BIOLA U (1)	49.1	40.0	32.1	29.1	--	39.5*	6.0	120	26	44	3	9.5
CA GRAD INST (4)	+	--	--	--	--	+*	--	1	0	--	0	--
CA GRAD SCHL OF THEOLOGY (3)	--	--	--	--	--	--*	--	0	--	--	--	--
CA INST OF INTEGRAL STUDIES (4)	59.1	45.4	38.0	--	--	46.2*	--	15	33	--	6	--
CA INST OF TECHNOLOGY (1)	125.3	--	--	--	--	125.3	6.2	6	0	100	98	29.5
CA PACIFIC U (4)	57.9	43.9	37.6	--	--	47.3*	--	16	31	--	24	--
CA SCHL OF PROF PSYCH-ALAMEDA (4)	57.9	50.3	45.3	--	--	52.4*	--	23	43	--	0	12.8
CA SCHL OF PROF PSYCH-FRESNO (4)	44.6	37.8	+	--	--	40.7*	--	11	36	--	35	--
CA SCHL OF PROF PSYCH-LA (4)	52.5	+	+	--	--	52.5*	--	9	56	--	57	11.8
CA SCHL OF PROF PSYCH-SAN DIEGO (4)	--	--	--	--	--	--*	--	0	--	--	100	--
CLAREMONT GRAD SCHL (1)	80.2	61.6	44.2	--	--	74.7*	--	62	29	85	0	16.9
FULLER THEOL SEM IN CA (5)	52.4	45.2	41.0	--	--	48.0*	--	55	20	56	0	28.7
GOLDEN GATE BAPTIST SEM (4)	59.1	+	+	--	--	59.1*	--	9	33	--	0	--
GOLDEN GATE U-SAN FRANCISCO (4)	79.1	72.9	+	--	--	77.3*	--	30	33	--	64	12.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
GRAD THEOL UNION (1)	53.0	--	--	--	--	53.0	2.0	3	0	100	0	18.2
GREAT WESTERN U (3)	--	--	--	--	--	--	--	--	--	--	--	--
HEBREW UNION C CA BRANCH (4)	--	--	--	--	--	--*	--	0	--	--	100	--
INST FOR ADVD STUDY OF HUMAN SEXUALITY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LA SIERRA U (1)	43.2	38.1	33.6	30.6	--	38.5*	--	96	25	49	0	8.0
LOMA LINDA U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PACIFIC GRAD SCHL OF PSYCH (1)	70.4	+	46.4	--	--	54.4*	--	10	70	30	29	12.1
PACIFIC LUTHERAN THEOL SEM (1)	46.0	+	+	--	+	46.0*	4.7	11	18	82	0	12.3
PACIFIC SCHL OF RELIGION (1)	48.3	+	+	--	--	48.3*	2.9	11	36	82	0	14.5
PEPPERDINE U (1)	76.4	61.6	52.7	39.3	--	68.3*	--	155	20	68	35	19.4
ROSEBRIDGE GRAD SCH OF INTEGRATIVE PSYCH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAN FRANCISCO THEOL SEM (1)	55.5	+	+	--	--	55.5*	4.0	14	36	71	0	14.2
SANTA CLARA U (1)	78.4	56.6	50.2	42.9	--	59.5	3.0	330	31	62	1	14.4
SAYBROOK INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SCHL OF THEOLOGY AT CLAREMONT (1)	51.3	+	+	--	--	51.3*	2.3	22	27	55	0	10.2
STANFORD U (1)	100.3	68.2	54.0	79.7	--	85.8	4.1	821	17	76	3	21.8
THE FIELDING INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
THE WRIGHT INST (4)	+	+	+	--	--	+*	--	5	20	--	0	--
U S INT'L U (1)	45.1	37.0	29.5	--	--	37.6*	--	51	31	39	11	9.6
UNION INST (2)	--	--	--	--	--	--	--	--	--	--	--	--
U OF LAVERNE (1)	49.9	39.6	33.9	--	--	41.7*	--	66	35	48	38	9.7
U OF SAN DIEGO (1)	72.8	51.7	44.4	37.6	--	59.3	3.1	264	39	59	0	15.4
U OF SAN FRANCISCO (1)	70.4	55.0	45.5	39.5	+	57.6*	--	255	40	54	6	17.2
U OF SOUTHERN CA (1)	83.3	59.3	49.6	40.3	--	67.7	3.3	1,027	22	74	13	20.6
U OF THE PACIFIC (4)	56.6	40.3	37.8	33.5	--	48.7	--	252	26	--	28	--
U OF THE PACIFIC-MCGEORGE SCHL OF LAW (1)	97.4	+	+	37.4	--	90.6*	8.0	41	22	68	15	15.9
WESTERN I FOR SOCIAL RESEARCH (4)	--	--	--	--	--	--*	--	0	--	--	100	--
WESTMINSTER THEOL SEM IN CA (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WORLD U OF AMERICA (3)	--	--	--	--	--	--*	--	0	--	--	--	--
COLORADO												
Public Institutions												
AA												
AIMS CC (1)	38.8	35.7	31.0	26.4	--	33.6	3.2	109	45	0	3	9.6
ARAPAHOE CC (1)	--	--	--	--	34.1	34.1	7.0	122	52	0	0	15.4
CO MOUNTAIN C (1)	40.3	33.3	28.8	26.1	--	34.7*	--	73	38	0	0	6.8
CO NORTHWESTERN CC (1)	--	--	--	--	33.3	33.3	-3.0	28	36	68	33	8.3
CC OF AURORA (1)	--	--	--	--	33.9	33.9	9.6	17	53	59	32	7.7
CC OF DENVER (1)	--	--	--	--	32.8	32.8	12.1	89	54	0	26	7.3
FRONT RANGE CC (1)	--	--	--	--	35.5	35.5*	--	10	20	50	93	9.2
LAMAR CC (1)	--	--	--	--	30.2	30.2	-7.8	24	46	58	11	9.5
MORGAN CC (1)	--	--	--	--	33.4	33.4	9.8	20	55	85	20	7.6
NORTHEASTERN JR C (1)	--	--	--	--	32.2	32.2	2.4	58	43	0	0	7.3
OTERO JR C (1)	--	--	--	--	34.3	34.3	6.4	28	36	0	0	7.8
PIKES PEAK CC (1)	--	--	--	--	36.6	36.6	6.2	117	39	86	0	8.2
PUEBLO CC (1)	--	--	--	--	27.9	27.9	-4.5	57	53	0	41	6.7
RED ROCKS CC (1)	--	--	--	--	32.9	32.9	3.2	72	36	0	0	6.9
TRINIDAD STATE JR C (1)	--	--	--	--	31.0	31.0	9.8	56	30	0	5	7.0
BA												
FORT LEWIS C (1)	47.3	40.4	35.1	30.1	--	41.5*	--	173	32	66	0	8.0
MESA STATE C (1)	45.8	36.1	30.3	25.4	--	35.0*	--	155	37	52	1	7.8
METROPOLITAN STATE C OF DENVER (1)	48.9	41.0	36.2	28.6	--	42.9*	2.5	368	33	71	0	8.5
WESTERN STATE C CO (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA+												
ADAMS STATE C (1)	45.4	38.0	33.0	30.4	--	37.4*	--	98	36	57	0	8.6
BETH EL C OF NURS & HLTH SCI (1)	--	42.7	38.4	--	--	41.1*	--	15	93	0	0	7.1
U OF SOUTHERN CO (1)	48.6	43.3	36.4	28.4	--	41.1	3.5	168	29	57	0	7.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
CO SCHL OF MINES (1)	68.7	51.7	48.6	39.8	- -	58.9	3.9	176	15	75	2	14.4
CO STATE U (1)	61.6	46.8	41.0	22.1	- -	53.0	2.8	766	20	78	18	9.8
U OF CO AT BOULDER (1)	69.7	52.2	44.4	32.6	- -	56.8	7.2	1,049	24	69	2	12.8
U OF CO AT CO SPRINGS (1)	56.3	44.5	40.1	22.1	- -	45.3	0.4	187	28	65	0	10.2
U OF CO AT DENVER (1)	63.2	47.3	42.7	33.5	- -	48.7	4.4	374	33	49	0	11.6
U OF CO HLTH SCIENCES CTR (1)	- -	65.5	53.7	- -	- -	60.3*	- -	17	100	29	98	16.0
U OF NORTHERN CO (1)	53.0	41.5	34.4	25.1	33.3	41.7	8.2	462	41	56	0	8.0
Private Institutions												
BA												
NAZARENE BIBLE C (1)	31.9	+	26.4	- -	- -	28.2*	1.5	15	33	0	0	15.6
TEIKYO LORETTO HEIGHTS U (1)	- -	+	33.3	29.5	- -	32.6*	2.7	24	33	0	0	7.2
BA+												
CO CHRISTIAN U (5)	34.2	28.4	24.6	21.6	- -	26.6*	- -	56	38	0	0	6.5
CO C (1)	63.7	49.8	40.5	- -	- -	55.7*	5.1	130	32	77	0	15.4
NATL ENDOW FOR FINANL EDUC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
REGIS U (1)	44.7	41.0	35.3	23.9	- -	39.7	-4.2	67	46	79	41	8.2
SAINT THOMAS SEM (1)	- -	+	26.8	- -	- -	26.8*	14.8	7	29	0	0	7.6
THE NAROPA INST (1)	+	22.7	20.5	18.8	- -	20.6*	5.2	29	62	0	0	2.7
YESHIVA TORAS CHAIM TALMUDICAL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
Doctoral												
DENVER CONSERVATIVE BAPTIST SEM (1)	50.6	+	41.4	- -	- -	45.1*	-14	19	16	47	0	8.9
ILIFF SCHL OF THEOLOGY (1)	60.4	48.1	38.6	- -	- -	54.0*	- -	18	28	83	0	11.8
U OF DENVER (1)	64.1	49.2	44.4	32.1	- -	51.9*	- -	365	29	63	6	10.9
CONNECTICUT												
Public Institutions												
AA												
ASNUNTUCK COMM/TECH C (1)	51.2	41.1	+	- -	- -	48.0*	0.5	26	42	77	0	13.0
CAPITAL COMM/TECH C (1)	56.8	47.8	41.3	- -	- -	49.7*	0.0	67	34	75	1	13.6
GATEWAY COMM/TECH C (1)	55.4	47.5	41.8	33.3	- -	45.2	-3.2	88	34	60	0	11.7
HOUSATONIC COMM/TECH C (1)	55.8	45.6	35.0	33.3	- -	48.7*	- -	45	29	73	0	13.1
MANCHESTER COMM/TECH C (1)	54.7	42.6	38.5	33.7	- -	44.6	-3.6	95	54	71	0	12.4
MIDDLESEX COMM/TECH C (1)	55.2	43.6	37.6	32.4	- -	46.4*	- -	50	44	68	0	12.1
NAUGATUCK VALLEY COMM/TECH C (1)	55.7	47.9	40.3	34.4	- -	48.0	1.3	106	37	71	5	13.1
NWESTERN CT COMM/TECH C (1)	55.5	43.8	38.2	34.5	- -	46.9*	-0.2	35	34	80	0	13.2
NORWALK COMM/TECH C (1)	55.7	46.3	40.8	33.0	- -	46.7*	- -	83	46	69	0	13.3
QUINEBAUG VALLEY COMM/TECH C (1)	52.2	42.1	36.2	32.8	- -	42.5*	-3.0	21	48	62	0	12.5
THREE RIVERS COMM/TECH C (1)	56.5	47.2	41.1	32.8	- -	47.5	0.7	79	41	75	1	13.4
TUNXIS COMM/TECH C (1)	54.8	44.4	37.7	32.8	- -	45.4*	- -	45	56	73	2	11.7
BA												
U.S. COAST GUARD ACAD (1)	71.2	58.9	50.7	- -	- -	63.7*	4.8	38	24	63	0	- -
BA+												
CENTRAL CT STATE U (1)	65.8	52.6	39.7	33.8	- -	51.7	-0.2	381	35	61	0	13.8
EASTERN CT STATE U (1)	62.6	50.2	39.8	- -	- -	51.7	-3.3	131	41	64	0	14.9
SOUTHERN CT STATE U (1)	63.9	50.8	38.3	26.9	- -	52.1*	- -	381	37	69	0	13.8
WESTERN CT STATE U (1)	65.1	52.0	42.7	- -	- -	56.6*	-2.4	189	39	68	0	13.6
Doctoral												
U OF CT (1)	78.3	58.9	46.7	44.3	- -	64.1*	- -	1,103	26	73	0	16.0
Private Institutions												
AA												
LYME ACAD OF FINE ARTS (1)	- -	- -	- -	- -	11.8	11.8	33.3	10	30	0	0	1.9
MITCHELL C (1)	- -	- -	35.0	- -	- -	35.0*	0.5	24	38	88	0	12.7
WILCOX C OF NURSING (1)	47.9	+	+	- -	- -	47.9*	2.0	11	100	0	0	9.4
BA												
BRIDGEPORT ENGINEERING INST (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TEIKYO POST U (1)	45.5	41.5	36.8	- -	- -	41.3	-0.2	27	41	0	0	11.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
ALBERTUS MAGNUS C (1)	41.0	36.7	34.4	30.7	- -	36.4*	- -	22	50	55	0	5.4
CT C (1)	66.4	48.8	38.9	29.6	- -	53.7*	6.1	138	41	67	0	14.7
FAIRFIELD U (1)	69.9	55.8	46.7	34.1	- -	56.1*	- -	200	37	72	0	18.0
QUINNIPIAC C (1)	74.5	56.7	43.9	34.4	- -	59.7	6.2	187	35	61	14	16.9
SACRED HEART U (1)	57.0	47.4	39.2	34.3	- -	46.0	5.9	116	43	50	0	12.6
SAINT JOSEPH C (1)	57.2	46.3	37.4	- -	- -	44.2*	- -	67	69	57	13	9.2
THE HARTFORD GRAD CTR (1)	74.6	61.4	55.2	- -	- -	64.1*	- -	28	7	0	0	17.8
TRINITY C (1)	72.8	52.2	40.5	34.6	- -	56.3*	- -	149	36	67	0	15.5
Doctoral												
HARTFORD SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF BRIDGEPORT (1)	52.1	44.0	37.6	- -	- -	45.0*	- -	72	18	60	10	13.4
U OF HARTFORD (1)	54.3	45.7	39.6	32.1	+	45.4*	- -	284	28	59	5	10.5
U OF NEW HAVEN (1)	52.1	44.4	40.3	29.2	- -	47.3*	0.3	153	18	71	2	11.9
WESLEYAN U (1)	74.7	51.9	43.4	- -	- -	62.5*	4.1	244	30	73	0	17.0
YALE U (1)	96.8	54.9	46.5	39.5	- -	74.0*	- -	721	22	55	6	16.3
DELAWARE												
Public Institutions												
AA												
DE TECH & CC-STANTON-WILMINGTON (1)	- -	- -	- -	- -	42.0	42.0	5.0	90	66	0	34	13.0
DE TECH & CC-SOUTHERN (1)	- -	- -	- -	- -	41.5	41.5	3.9	50	60	0	29	13.6
DE TECH & CC-TERRY (1)	- -	- -	- -	- -	42.2	42.2	4.9	30	60	0	25	13.5
BA+												
DE STATE U (1)	53.0	44.2	37.4	29.8	- -	40.2	11.6	152	38	36	13	6.6
Doctoral												
U OF DE (1)	75.5	55.1	43.6	33.2	- -	57.4	5.8	798	33	66	12	16.9
Private Institutions												
BA												
WESLEY C (1)	45.9	38.2	34.7	- -	- -	39.1	4.1	48	42	48	0	8.2
BA+												
GOLDEY-BEACOM C (1)	48.9	42.3	+	- -	- -	44.6*	2.0	24	46	0	0	11.4
WIDENER U-DE CAMPUS (1)	84.8	68.5	59.3	39.8	- -	69.1*	4.4	61	43	39	5	20.5
Doctoral												
WILMINGTON C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DISTRICT OF COLUMBIA												
Public Institutions												
BA+												
JOINT MILITARY INTELLIGENCE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF THE DC (1)	59.6	47.6	38.6	35.4	- -	50.8*	- -	414	31	0	0	11.6
Private Institutions												
BA												
CORCORAN SCHL OF ART (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BA+												
DE SALES SCHL OF THEOLOGY (1)	+	+	+	- -	- -	+*	5.6	5	40	0	55	- -
MOUNT VERNON C (1)	47.4	38.5	30.1	- -	- -	36.2*	- -	29	69	52	6	8.4
SOUTHEASTERN U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
THE GRAD SCHL OF POLITICAL MGMT (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TRINITY C (1)	46.2	35.7	30.4	- -	- -	35.9*	4.5	50	78	46	0	6.7
Doctoral												
AMERICAN U (1)	78.0	53.0	41.7	26.3	- -	57.5	5.0	449	33	63	0	12.5
CATHOLIC U OF AMERICA (1)	61.5	46.6	38.9	43.7	- -	49.6*	- -	369	31	69	0	9.0
GALLAUDET U (1)	63.3	48.5	41.2	31.4	+	47.8*	- -	211	63	56	20	15.4
GEORGE WA U (1)	76.7	55.8	46.8	29.0	- -	63.4	4.3	621	29	65	4	12.7
GEORGETOWN U (1)	88.7	56.5	43.6	35.8	- -	63.6	2.1	528	33	62	3	16.5
HOWARD U (4)	66.9	49.1	40.6	33.6	- -	49.1	- -	743	39	- -	17	11.6
WESLEY THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
FLORIDA												
Public Institutions												
AA												
BREVARD CC (1)	38.9	35.4	32.8	28.5	- -	33.0	2.9	234	44	73	0	14.4
BROWARD CC (1)	- -	- -	- -	- -	38.3	38.3	−1.9	319	42	78	0	13.1
CENTRAL FL CC (1)	- -	- -	- -	33.6	37.0	34.0	6.3	105	49	57	0	9.3
CHIPOLA JR C (1)	- -	- -	- -	- -	32.9	32.9	1.7	66	56	79	0	12.1
DAYTONA BEACH CC (1)	- -	- -	- -	- -	35.1	35.1	5.9	198	42	80	0	10.8
EDISON CC (1)	- -	- -	- -	- -	36.6	36.6	1.6	100	51	76	0	10.4
FL CC AT JACKSONVILLE (1)	36.6	- -	- -	- -	- -	36.6	0.9	397	53	73	0	6.2
FL KEYS CC (1)	- -	- -	- -	- -	30.2	30.2	2.5	31	29	68	0	10.9
GULF COAST CC (1)	41.6	41.2	34.0	27.6	28.0	36.1*	- -	92	48	73	0	9.8
HILLSBOROUGH CC (1)	43.3	36.5	33.2	26.7	28.5	36.4*	- -	209	48	85	0	13.7
INDIAN RIVER CC (1)	51.4	46.7	40.1	34.1	- -	42.0	4.4	124	45	79	0	12.9
LAKE CITY CC (1)	- -	- -	- -	- -	31.6	31.6	5.4	66	44	71	0	9.7
LAKE-SUMTER CC (1)	- -	- -	- -	- -	32.3	32.3	2.9	42	52	76	0	11.0
MANATEE CC (1)	42.4	34.6	28.3	23.4	- -	32.0	1.0	136	49	82	0	9.4
MIAMI-DADE CC (1)	48.4	38.3	31.9	26.8	- -	40.4	2.0	805	44	85	0	13.1
NORTH FL JR C (1)	- -	- -	- -	- -	34.1	34.1	3.5	30	47	83	0	10.2
OKALOOSA-WALTON CC (1)	- -	- -	- -	- -	36.4	36.4	6.7	74	45	72	0	6.5
PALM BEACH CC (1)	44.9	37.0	37.1	34.0	- -	35.9	−0.2	179	49	82	0	11.6
PASCO-HERNANDO CC (1)	- -	- -	- -	34.0	21.6	31.9	4.0	82	56	61	0	9.8
PENSACOLA JR C (1)	39.7	34.0	31.0	28.9	37.4	34.3	−1.2	241	47	75	0	9.1
POLK CC (1)	- -	- -	- -	33.0	31.4	32.3	2.4	99	40	81	0	10.5
SAINT JOHNS RIVER CC (1)	- -	- -	- -	- -	31.7	31.7	4.0	71	35	52	0	10.0
SAINT PETERSBURG JR C (1)	- -	- -	- -	- -	35.3	35.3	−1.2	294	51	73	0	11.2
SANTA FE CC (1)	- -	- -	- -	- -	34.5	34.5	1.8	243	56	79	0	11.8
SARASOTA COUNTY TECH INST (1)	- -	- -	- -	- -	36.7	36.7	17.0	24	50	63	66	9.7
SEMINOLE CC (1)	- -	- -	- -	- -	35.4	35.4	0.2	145	48	75	0	7.9
SOUTH FL CC (1)	- -	- -	- -	- -	33.5	33.5	3.6	45	47	71	0	10.7
TALLAHASSEE CC (1)	- -	- -	- -	- -	45.5	45.5	4.4	135	53	91	0	12.9
VALENCIA CC (1)	- -	- -	- -	- -	37.4	37.4	3.4	175	51	76	0	12.2
BA+												
THE U OF WEST FL (1)	51.9	41.7	37.0	29.3	- -	41.6	6.6	209	30	58	0	12.7
Doctoral												
FL AGRL & MECHANICAL U (1)	54.0	45.9	40.2	30.4	- -	44.0	4.4	299	39	47	25	11.9
FL ATLANTIC U (1)	59.1	45.5	41.6	30.7	- -	48.3*	- -	448	31	54	15	14.5
FL INT'L U (1)	58.9	45.8	42.0	34.1	- -	45.9*	- -	695	32	50	12	14.1
FL STATE U (1)	59.5	43.3	40.5	21.9	- -	50.6*	- -	975	26	77	2	15.4
U OF CENTRAL FL (1)	59.1	44.7	39.4	27.1	- -	45.9*	7.1	536	26	62	8	13.3
U OF FL (1)	66.5	45.2	41.5	25.9	- -	54.4*	- -	1,108	19	74	51	16.3
U OF NORTH FL (1)	53.1	43.4	35.0	28.7	- -	43.1	6.2	221	36	67	8	14.5
U OF SOUTH FL (1)	57.3	43.8	38.5	32.6	- -	47.6	4.6	792	29	63	23	14.2
Private Institutions												
AA												
FL C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JOHNSON & WALES U FL CAMPUS (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
BA												
BEACON C (1)	- -	- -	- -	- -	+	+*	- -	1	100	100	67	- -
BETHUNE COOKMAN C (1)	36.3	34.5	31.6	24.9	- -	29.8*	2.6	108	43	8	13	4.5
CLEARWATER CHRISTIAN C (1)	27.2	23.9	+	- -	- -	24.8*	−1.0	23	26	0	0	12.1
ECKERD C (1)	54.6	42.5	35.7	- -	- -	43.7	0.3	90	30	62	0	12.5
EDWARD WATERS C (4)	+	24.1	22.7	20.3	+	22.2*	- -	34	26	- -	19	- -
FLAGLER C (1)	40.0	38.5	32.1	- -	- -	36.1*	2.1	45	31	0	0	8.9
FL BAPTIST THEOL C (1)	- -	- -	+	- -	- -	+*	- -	2	50	100	85	0.1
FL BIBLE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
FL CHRISTIAN C INC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
FL MEMORIAL C (1)	38.4	32.0	30.1	26.7	- -	30.7*	- -	62	34	0	10	5.0
HARID CONSERVATORY OF MUSIC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HOBE SOUND BIBLE C (1)	+	+	+	- -	- -	+*	−58	11	27	0	0	3.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
INT'L C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JONES C JACKSONVILLE (5)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JONES C-MIAMI CAMPUS (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
NORTHWOOD U-FL EDUCATION CTR (1)	+	29.0	30.0	- -	- -	29.5*	3.5	10	40	0	0	7.6
PENSACOLA BIBLE INST (4)	+	+	+	- -	- -	+*	- -	4	25	- -	0	- -
RINGLING SCHL OF ART & DESIGN (1)	- -	- -	- -	- -	35.6	35.6	63.8	38	32	0	0	9.6
ROLLINS C-BREVARD CAMPUS (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SAINT JOHN VIANNEY C SEM (1)	- -	+	+	- -	- -	+*	3.8	4	25	0	0	9.7
SOUTHEASTERN C ASSEMB OF GOD (1)	36.6	32.0	27.6	- -	- -	32.7*	- -	45	27	42	0	4.7
SPURGEON BAPTIST BIBLE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TRINITY BAPTIST C (1)	+	- -	- -	- -	- -	+*	- -	2	100	0	50	- -
TRINITY C AT MIAMI (1)	+	- -	33.7	- -	- -	33.7*	3.5	6	50	0	0	5.8
WARNER SOUTHERN C (1)	30.2	26.7	23.7	- -	- -	26.6*	-2.0	16	25	25	16	5.0
WEBBER C (1)	- -	- -	- -	- -	- -	+*	- -	1	0	0	92	- -
BA+												
EMBRY-RIDDLE AERONAUTICAL U (1)	50.0	39.1	33.2	25.5	- -	39.4*	- -	239	11	42	14	8.5
FL SOUTHERN C (1)	45.5	37.8	34.2	- -	- -	38.9*	- -	95	31	7	0	9.8
INT'L C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JACKSONVILLE U (1)	43.3	36.6	32.9	- -	- -	37.5*	- -	102	30	56	6	8.8
LYNN U (1)	43.1	36.7	31.4	- -	- -	37.2*	5.7	39	41	0	0	7.2
PALM BEACH ATLANTIC C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ROLLINS C (5)	54.6	42.6	32.9	22.1	- -	46.9	2.6	143	33	78	0	11.7
SAINT LEO C (1)	41.1	34.9	29.9	- -	+	35.1*	12.6	64	34	73	0	8.5
SAINT THOMAS U (1)	54.5	49.1	34.9	27.6	+	44.5*	1.6	90	33	20	0	4.5
SAINT VINCENT DE PAUL REGNL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
STETSON U (1)	65.6	45.2	39.0	- -	+	50.0*	5.0	183	30	63	0	14.4
TRINITY C OF FL (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF TAMPA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
Doctoral												
BARRY U (1)	48.8	43.9	36.7	27.5	- -	40.4	4.1	166	47	0	32	8.8
CARIBBEAN CTR FOR ADV STUDIES-MIAMI INST PSYCH (1)	+	- -	- -	- -	- -	+*	- -	1	0	0	92	- -
CHRISTIAN INT'L (4)	43.4	35.6	30.5	25.3	- -	34.6	- -	70	37	- -	0	- -
EVANGELICAL BIBLE SEM (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
FL INST OF TECHNOLOGY (1)	50.8	43.5	35.5	28.3	- -	42.0*	- -	160	16	0	14	9.9
INT'L SEM (4)	43.4	35.6	30.5	25.3	- -	34.6	- -	70	37	- -	0	- -
NOVA SOUTHEASTERN U (5)	71.4	40.0	41.8	41.3	51.2	53.7*	0.7	92	35	33	72	10.1
TALMUDIC C OF FL (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF MIAMI (1)	73.3	51.4	42.7	30.6	- -	55.5	6.2	630	26	62	13	17.0
U OF SARASOTA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ZOE C INC (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
GEORGIA												
Public Institutions												
AA												
ABRAHAM BALDWIN AGRL C (1)	41.2	39.1	31.9	30.6	- -	34.9*	- -	83	57	58	15	10.6
ALBANY TECH INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ALTAMAHA TECH INST (1)	- -	- -	- -	- -	30.0	30.0	- -	3	100	0	87	7.7
ATHENS AREA TECH INST (1)	- -	- -	- -	- -	30.0	30.0	-2.8	15	67	7	81	8.0
ATLANTA METROPOLITAN C (1)	39.7	37.4	34.6	31.0	- -	36.0*	6.2	47	53	68	10	9.6
AUGUSTA TECH INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BAINBRIDGE C (1)	39.5	+	32.2	28.1	- -	35.0*	3.9	20	55	65	43	10.4
BEN HILL-IRWIN TECH INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BRUNSWICK C (1)	45.5	34.9	35.1	28.7	- -	33.1*	7.8	47	43	30	23	9.3
CARROLL TECH INST (1)	- -	- -	- -	- -	+	+*	- -	1	100	100	97	4.0
CHATTAHOOCHEE TECH INST (1)	- -	- -	- -	- -	46.2	46.2*	- -	10	20	0	79	12.4
COLUMBUS TECH INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
COOSA VALLEY TECH INST (1)	- -	- -	- -	- -	+	+*	- -	1	100	100	97	- -
DALTON C (1)	+	40.1	33.0	28.0	- -	32.5*	4.4	82	44	34	12	10.1
DARTON C (1)	40.7	36.2	34.2	30.0	- -	35.0*	5.9	62	58	50	21	7.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DEKALB C (1)	45.7	40.1	32.3	29.1	--	34.1	5.9	308	61	35	9	9.8
DEKALB TECH INST (1)	--	--	--	--	+	+*	--	1	0	100	99	0.0
EAST GA C (1)	+	40.7	38.4	--	--	39.2*	12.7	17	18	35	11	10.8
FLINT RIVER TECH INST (1)	--	--	--	--	+	+*	--	1	100	0	96	--
FLOYD C (1)	43.3	35.8	32.0	28.7	--	33.9	5.8	57	53	35	16	9.7
GAINESVILLE C (1)	43.1	36.5	30.9	26.1	--	33.0	1.2	84	58	46	3	9.2
GA MILITARY C-FORT GORDON CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GA MILITARY C-KINGS BAY CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GA MILITARY C-MAIN CAMPUS (1)	+	+	+	25.0	--	25.0*	2.6	15	53	7	0	5.0
GA MILITARY C-MOODY CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GORDON C (1)	41.9	36.7	30.7	26.4	--	32.1	5.4	67	58	19	4	9.4
GRIFFIN TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GWINNETT TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
HEART OF GA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LANIER TECH INST (1)	--	--	--	--	+	+*	21.7	3	67	33	93	8.9
MACON C (1)	44.0	37.3	33.3	29.1	--	34.7	8.4	128	55	44	9	10.6
MACON TECH INST (5)	--	--	--	--	--	--*	--	0	--	--	100	--
MACON TECH INST-MILLEDGEVILLE (2)	--	--	--	--	--	--	--	--	--	--	--	--
MIDDLE GA C (1)	42.3	37.5	31.5	27.5	--	34.0	3.5	62	44	45	11	11.2
MIDDLE GA TECH INST (1)	--	--	--	--	+	+*	--	1	100	0	97	--
MOULTRIE AREA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NORTH GA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NORTH METRO TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
OGEECHEE TECH INST (1)	--	--	--	--	+	+*	--	2	100	0	91	--
OKEFENOKEE TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PICKENS TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAVANNAH TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SOUTH GA C (1)	+	38.8	32.4	27.9	--	32.4*	5.4	41	46	41	9	42.0
SOUTH GA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SWAINSBORO TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
THOMAS TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
VALDOSTA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WALKER TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WAYCROSS C (1)	--	38.6	34.5	28.5	--	33.2	2.2	18	50	28	14	10.2
WEST GA TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
ARMSTRONG STATE C (1)	48.0	38.0	32.8	26.0	--	35.9	5.1	186	51	43	7	8.8
CLAYTON STATE C (1)	51.1	39.7	36.0	31.4	--	40.1*	--	99	60	40	20	9.9
SAVANNAH STATE C (1)	47.5	38.2	37.0	29.1	--	39.9*	--	142	34	44	3	11.9
BA+												
ALBANY STATE C (1)	48.3	42.4	36.2	27.3	--	39.6	9.2	113	39	64	14	12.1
AUGUSTA C (1)	52.9	42.5	35.7	29.3	--	40.2	6.3	183	43	46	2	10.9
COLUMBUS C (1)	49.1	40.1	35.6	27.8	--	41.7*	--	191	40	61	8	12.3
FORT VALLEY STATE C (1)	52.6	42.4	35.2	29.5	--	38.8	3.9	95	44	51	33	9.1
GA C (1)	45.3	40.7	35.2	30.0	--	39.0*	--	149	45	42	20	11.0
GA SOUTHWESTERN C (1)	46.4	40.2	32.3	30.6	--	38.3*	--	96	38	59	4	11.7
KENNESAW STATE C (1)	54.6	44.8	37.0	27.3	--	42.1	5.6	354	49	45	0	11.5
NORTH GA C (1)	48.9	40.8	35.5	30.0	--	40.5*	--	123	39	50	6	12.4
SOUTHERN C OF TECHNOLOGY (1)	46.9	40.7	37.7	--	--	41.8*	--	132	18	61	9	12.3
VALDOSTA STATE U (1)	48.5	40.8	35.7	30.9	--	40.0	2.8	284	38	49	20	10.5
WEST GA C (1)	47.4	40.2	36.9	25.1	--	39.3	4.0	254	39	52	8	11.1
Doctoral												
GA INST OF TECHN MAIN CAMPUS (1)	69.2	54.7	49.8	25.5	--	56.9*	--	504	12	61	21	15.4
GA SOUTHERN U (1)	50.6	43.6	34.8	27.6	--	37.8	7.6	575	43	38	8	9.0
GA STATE U (1)	69.5	49.5	42.2	31.7	--	52.1	5.9	693	33	61	13	13.8
MED C OF GA (1)	54.3	49.0	37.9	32.2	--	39.0*	--	49	90	18	74	12.1
U OF GA (1)	65.4	47.1	39.6	26.0	--	49.7	5.7	1,015	29	66	39	11.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
ANDREW C (1)	32.9	28.9	25.2	--	--	28.6*	--	12	50	42	40	4.6
GUPTON JONES C OF FUNERAL SERV (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TRUETT-MCCONNELL C (1)	--	--	--	--	26.4	26.4	5.8	33	55	0	0	6.5
YOUNG HARRIS C (1)	--	--	--	--	34.6	34.6	2.8	28	39	75	10	7.9
BA												
ATLANTA CHRISTIAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ATLANTA C OF ART (1)	40.2	36.8	+	--	+	38.3*	2.4	21	29	57	0	8.0
BEULAH HEIGHTS BIBLE C (1)	--	--	--	--	+	+*	--	1	0	0	0	--
BREWTON-PARKER C (1)	38.4	34.6	29.7	27.2	--	32.6*	6.4	54	35	41	4	6.0
CARVER BIBLE INST & C (3)	--	--	--	--	--	--*	--	0	--	--	--	--
EMMANUEL C (1)	29.6	24.4	27.1	22.8	--	25.4*	–0.6	33	42	0	0	4.2
GA BAPTIST C OF NURSING (1)	+	48.3	41.0	38.1	--	40.9*	--	27	100	0	7	--
MOREHOUSE C (1)	54.6	42.7	34.3	29.6	--	40.5*	--	160	30	42	1	7.5
MORRIS BROWN C (4)	43.4	35.6	30.5	25.3	--	34.8	--	113	36	--	0	--
PAINE C (4)	32.8	29.6	26.4	22.9	--	27.8*	--	39	46	--	15	--
REINHARDT C (1)	36.9	29.9	25.4	23.2	--	28.5*	2.5	31	55	32	6	6.2
SHORTER C (1)	38.2	31.7	30.8	28.7	--	32.8*	--	59	27	47	0	6.5
SPELMAN C (4)	43.4	35.6	30.5	25.3	--	34.8	--	112	37	--	0	--
THOMAS C (1)	24.8	+	+	--	--	24.8*	–7.5	15	33	0	44	2.5
TOCCOA FALLS C (1)	32.7	28.1	27.1	--	--	27.9*	3.1	42	24	19	0	8.6
WESLEYAN C (1)	44.9	32.8	28.3	28.4	--	31.4*	–0.4	42	55	36	2	7.2
BA+												
AGNES SCOTT C (1)	51.7	41.7	34.9	--	--	43.6*	1.0	66	59	70	0	10.6
BERRY C (1)	52.4	40.9	34.8	--	--	40.5*	0.4	84	27	42	8	10.3
BRENAU U (1)	38.3	33.5	31.4	--	--	32.9	7.7	53	62	0	21	6.1
COVENANT C (1)	43.9	37.8	31.3	--	--	39.3*	--	39	3	46	0	9.7
LA GRANGE C (1)	42.3	34.7	27.3	--	--	34.8*	--	58	31	50	0	8.1
LIFE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
OGLETHORPE U (1)	53.2	45.1	33.9	--	45.8	46.2*	2.1	46	22	63	0	9.7
PIEDMONT C (1)	41.2	34.2	30.6	--	--	33.7*	--	47	32	43	0	8.0
SAVANNAH C OF ART & DESIGN (1)	35.8	--	--	--	--	35.8	5.6	56	39	0	52	3.9
Doctoral												
CLARK ATLANTA U (1)	55.1	42.4	38.7	25.6	--	40.0	9.4	292	38	38	4	10.6
COLUMBIA THEOL SEM (1)	45.8	+	34.7	--	--	43.4*	1.6	20	15	75	0	19.8
EMORY U (1)	84.7	55.0	47.7	--	--	65.2	5.5	466	27	70	15	16.4
INST OF PAPER SCI & TECH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
INTERDENOMINATIONAL THEOL CTR (1)	51.5	38.7	33.1	--	--	41.5*	9.7	22	32	55	0	8.9
LUTHER RICE SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MERCER U (5)	58.8	44.1	36.4	27.5	--	44.6	5.4	201	28	54	17	10.6
MERCER U IN ATLANTA (2)	--	--	--	--	--	--	--	--	--	--	--	--
HAWAII												
Public Institutions												
AA												
HI CC (1)	55.5	47.5	40.3	37.5	--	45.8	5.9	71	48	73	7	11.9
HONOLULU CC (1)	53.5	47.0	43.3	38.1	--	44.1	2.2	118	36	58	4	11.6
KAPIOLANI CC (1)	55.0	50.2	41.7	37.7	--	44.1	5.7	125	54	60	20	11.6
KAUAI CC (1)	53.0	48.1	43.8	39.2	--	43.4*	4.6	52	37	67	4	11.5
LEEWARD CC (1)	54.2	48.1	40.2	36.2	--	44.3	0.8	139	45	65	1	11.6
MAUI CC (1)	56.7	48.8	43.8	37.8	--	45.3*	--	57	51	67	19	11.8
WINDWARD CC (1)	51.3	48.0	41.3	39.2	--	44.1*	--	43	42	70	0	11.7
BA												
U OF HI AT WEST OAHU (1)	52.8	45.1	41.8	--	--	47.2*	5.8	21	29	52	0	12.2
BA+												
U OF HI AT HILO (1)	59.7	48.7	43.7	29.2	--	49.5	6.1	106	31	65	28	12.5
Doctoral												
U OF HI AT MANOA (1)	73.4	55.0	47.5	36.4	--	58.7	4.2	859	32	65	19	14.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
BA												
BRIGHAM YOUNG U-HI CAMPUS (1)	61.7	53.9	45.4	38.0	--	51.4*	--	83	20	66	20	14.5
BA+												
CHAMINADE U OF HONOLULU (1)	44.0	37.4	32.1	--	--	37.7*	--	58	41	55	0	6.4
HI PACIFIC U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ORIENTAL MED INST OF HI (3)	--	--	--	--	--	--*	--	0	--	--	--	--
REDEMPTION BIBLE C (4)	+	--	--	--	--	+*	--	1	0	--	0	--
IDAHO												
Public Institutions												
AA												
C OF SOUTHERN ID (1)	39.3	35.7	33.5	37.4	--	33.8	3.7	74	42	0	26	10.1
NORTH ID C (1)	--	--	--	--	36.4	36.4	4.5	105	45	68	2	11.3
BA												
LEWIS-CLARK STATE C (1)	40.0	33.9	28.7	--	--	34.3	2.1	105	33	54	5	10.1
BA+												
BOISE STATE U (1)	47.2	40.5	37.0	31.2	32.1	41.3*	--	406	30	71	6	11.4
Doctoral												
ID STATE U (1)	48.6	39.4	35.6	28.4	--	39.4	4.6	362	31	57	20	11.5
U OF ID (1)	52.4	43.0	39.4	30.8	--	45.2	4.0	400	20	68	28	12.2
Private Institutions												
AA												
RICKS C (1)	--	--	--	--	39.8	39.8	1.9	306	16	80	0	15.9
BA												
BOISE BIBLE C (1)	30.6	--	--	--	--	30.6	-11	4	0	0	20	6.7
BA+												
ALBERTSON C OF ID (1)	--	--	+	--	--	+*	--	1	0	0	98	--
NORTHWEST NAZARENE C (1)	--	--	--	--	34.5	34.5	1.2	73	23	0	5	10.8
ILLINOIS												
Public Institutions												
AA												
BELLEVILLE AREA C (1)	--	--	--	--	47.3	47.3	3.9	110	40	85	5	2.2
BLACK HAWK C (1)	--	--	--	--	42.6	42.6	0.8	141	49	92	5	--
CARL SANDBURG C (1)	--	--	--	--	36.1	36.1	4.6	56	52	79	13	2.8
CITY CS OF CHICAGO-HAROLD WA C (1)	--	--	--	--	50.3	50.3	2.9	203	46	71	0	--
CITY CS OF CHICAGO-TRUMAN C (1)	--	--	--	--	51.5	51.5	3.2	143	45	87	0	--
CITY CS OF CHI-KENNEDY-KING (1)	--	--	--	--	53.0	53.0	2.8	96	46	82	0	--
CITY CS OF CHICAGO-MALCOLM X C (1)	--	--	--	--	51.6	51.6	2.6	86	53	87	0	--
CITY CS OF CHICAGO-OLIVE-HARVEY (1)	--	--	--	--	55.7	55.7	4.3	94	38	95	0	--
CITY CS OF CHICAGO-DALEY C (1)	--	--	--	--	56.4	56.4	3.6	107	34	98	0	--
CITY CS OF CHICAGO-WRIGHT C (1)	--	--	--	--	55.7	55.7	2.4	114	37	96	0	--
C OF DU PAGE (1)	--	--	--	--	50.9	50.9	2.7	283	47	75	0	3.5
C OF LAKE COUNTY (1)	--	--	--	--	62.0	62.0	4.4	159	37	72	0	0.3
DANVILLE AREA CC (1)	--	--	--	--	34.1	34.1	1.8	53	49	87	4	3.2
ELGIN CC (1)	--	--	--	--	54.8	54.8	3.9	106	46	75	0	3.3
HIGHLAND CC (1)	--	--	--	--	42.1	42.1	2.9	48	31	94	0	2.7
IL CENTRAL C (1)	--	--	--	--	41.2	41.2	0.5	181	35	85	0	2.3
IL EASTERN CC-LINCOLN TRAIL C (1)	--	--	--	--	31.1	31.1	--	23	43	78	18	2.5
IL EASTERN CC-OLNEY CENTRAL C (1)	--	--	--	--	33.7	33.7	7.2	43	47	86	0	2.5
IL EASTERN CC-WABASH VALLEY C (1)	--	--	--	--	31.7	31.7	--	26	27	77	35	2.6
IL EASTERN CC-FRONTIER CC (1)	--	--	--	--	+	+*	--	3	67	100	0	2.6
IL VALLEY CC (1)	--	--	--	--	40.5	40.5	4.1	64	38	77	3	1.5
JOHN A LOGAN C (1)	--	--	--	--	41.2	41.2	2.4	85	44	74	0	2.4
JOHN WOOD CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
JOLIET JR C (1)	--	--	--	--	48.7	48.7	3.1	146	36	88	0	0.5
KANKAKEE CC (1)	--	--	--	--	40.8	40.8	7.4	51	49	82	0	2.9
KASKASKIA C (1)	--	--	--	--	39.8	39.8	2.1	52	35	88	12	2.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KISHWAUKEE C (1)	--	--	--	--	35.7	35.7	3.1	65	49	89	0	2.4
LAKE LAND C (1)	--	--	--	--	36.8	36.8	2.5	98	39	70	12	1.8
LEWIS & CLARK CC (1)	--	--	--	--	43.4	43.4	1.3	73	42	82	0	2.6
LINCOLN LAND CC (1)	--	--	--	--	45.7	45.7	2.9	116	41	62	11	5.2
MCHENRY COUNTY C (1)	--	--	--	--	42.7	42.7	5.6	63	46	75	0	3.5
MORAINE VALLEY CC (1)	--	--	--	--	46.8	46.8	1.9	157	45	91	1	6.2
MORTON C (1)	--	--	--	--	50.3	50.3	3.4	50	60	88	0	8.5
OAKTON CC (1)	--	--	--	--	57.2	57.2	4.7	131	54	95	0	3.8
PARKLAND C (1)	--	--	--	--	44.8	44.8	4.7	141	50	84	1	3.7
PRAIRIE STATE C (1)	--	--	--	--	43.5	43.5	2.5	76	55	87	0	2.0
REND LAKE C (1)	--	--	--	--	38.2	38.2	2.8	60	48	82	17	2.2
RICHLAND CC (1)	--	--	--	--	39.3	39.3	4.5	49	35	82	0	3.8
ROCK VALLEY C (1)	--	--	--	--	44.7	44.7	3.2	125	31	92	5	1.3
SAUK VALLEY CC (1)	--	--	--	--	37.3	37.3	2.5	49	37	84	2	2.1
SHAWNEE CC (1)	--	--	--	--	34.4	34.4	3.2	43	53	56	2	0.4
SOUTH SUBURBAN C (1)	--	--	--	--	47.2	47.2	-1.7	123	52	71	0	3.7
SOUTHEASTERN IL C (1)	--	--	--	--	37.9	37.9	3.8	49	45	84	38	2.0
SPOON RIVER C (1)	--	--	--	--	37.5	37.5	6.2	34	38	88	0	1.7
STATE CC (1)	--	--	--	--	34.3	34.3	4.9	30	63	100	3	--
TRITON C (1)	--	--	--	--	54.5	54.5	5.0	171	39	95	0	1.3
WAUBONSEE CC (1)	--	--	--	--	43.7	43.7	6.4	70	50	100	0	2.7
WILLIAM RAINEY HARPER C (1)	--	--	--	--	57.4	57.4	35.0	191	50	87	0	4.5
BA+												
CHICAGO STATE U (1)	52.8	43.0	37.1	24.5	--	39.5	17.4	317	46	49	7	5.9
EASTERN IL U (1)	46.4	39.7	33.3	22.4	--	37.2*	--	524	39	55	10	6.7
GOVERNORS STATE U (1)	--	--	--	--	42.8	42.8	5.7	6	50	33	96	7.0
NORTHEASTERN IL U (1)	49.5	40.8	37.1	23.1	--	41.8	7.9	301	40	71	7	7.0
SANGAMON STATE U (1)	53.1	45.9	40.3	32.4	--	46.5*	--	153	31	61	4	7.9
WESTERN IL U (1)	51.8	43.7	35.6	25.0	--	42.5	2.4	573	31	61	6	7.8
Doctoral												
IL STATE U (1)	56.1	44.8	38.5	--	--	46.9	3.8	669	29	67	6	8.5
NORTHERN IL U (1)	59.0	45.4	38.3	22.6	--	45.1	4.8	873	33	62	7	7.8
SOUTHERN IL U-CARBONDALE (1)	57.2	44.2	36.5	24.2	--	42.4	1.9	819	26	60	14	8.2
SOUTHERN IL U-EDWARDSVILLE (1)	51.3	43.5	38.8	28.3	--	43.1	1.9	354	32	66	19	8.0
U OF IL AT CHICAGO (1)	67.3	49.9	43.6	33.7	--	54.2	5.7	872	24	71	24	8.9
U OF IL AT URBANA (1)	72.2	51.3	44.2	39.0	--	59.8	4.9	1,701	19	76	7	9.5
Private Institutions												
AA												
LEXINGTON INST OF HOSPITALITY CAREERS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LINCOLN C (1)	--	--	--	--	34.6	34.6	3.6	34	44	44	0	6.7
MACCORMAC C (1)	+	29.4	26.3	--	--	27.2*	1.3	17	71	0	0	5.6
MONTAY C (1)	--	--	--	--	--	--	--	--	--	--	--	--
MORRISON INST OF TECHNOLOGY (1)	--	--	--	--	29.1	29.1*	--	7	29	0	0	4.5
ROBERT MORRIS C-ORLAND PARK (1)	--	--	--	--	31.0	31.0*	--	6	83	0	14	7.6
ROBERT MORRIS C-SPRINGFIELD (1)	--	--	--	--	+	+*	--	3	33	0	67	5.5
SAINT AUGUSTINE C (1)	--	+	+	24.4	21.9	23.6*	--	14	43	0	13	4.5
SPRINGFIELD C IN IL (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
AUGUSTANA C (1)	53.3	43.6	36.1	32.0	--	42.8	2.5	133	38	62	0	10.2
BARAT C (1)	53.4	41.7	34.9	26.5	--	40.7	1.1	33	61	45	0	7.7
BLACKBURN C (1)	--	--	--	--	32.0	32.0	3.8	25	32	56	0	6.3
BLESSING RIEMAN C OF NURSING (1)	--	--	39.4	--	--	39.4*	--	10	100	0	0	7.0
EAST-WEST U (1)	--	32.2	28.9	--	--	30.5*	11.6	9	33	11	0	2.0
ELMHURST C (1)	52.2	42.7	35.9	31.0	--	42.1	4.9	91	40	74	0	11.0
GREENVILLE C (1)	37.1	32.6	29.7	--	--	33.6*	-0.6	55	27	62	2	8.4
IL C (1)	53.0	44.0	35.5	--	--	43.8*	--	51	22	61	0	7.7
IL C OF OPTOMETRY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
IL WESLEYAN U (1)	58.9	45.8	37.3	32.5	--	44.9	1.3	132	42	58	0	13.0
JUDSON C (1)	42.8	38.7	31.3	--	--	37.5*	--	33	27	33	0	8.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KENDALL C (1)	+	+	28.9	- -	- -	28.9*	3.9	9	67	0	55	5.8
KNOX C (1)	53.9	43.4	37.0	34.3	- -	45.6*	- -	79	34	62	0	10.9
LAKEVIEW C OF NURSING (1)	- -	- -	+	- -	- -	+*	- -	2	100	0	71	- -
MACMURRAY C (1)	36.8	31.0	27.9	21.5	- -	30.5	10.7	40	40	65	45	5.5
MCKENDREE C (1)	44.6	39.3	35.1	- -	- -	39.4*	1.4	46	39	59	2	9.0
MENNONITE C OF NURSING (1)	- -	+	33.4	31.3	- -	32.5*	- -	13	100	0	0	8.1
MILLIKIN U (1)	49.5	42.2	32.9	29.1	- -	40.6*	- -	119	33	60	0	8.9
MONMOUTH C (1)	45.9	34.8	33.0	- -	- -	39.3*	2.0	47	21	70	0	8.5
NAES C (4)	+	- -	- -	- -	- -	+*	- -	1	0	- -	0	- -
PRINCIPIA C (1)	48.0	42.4	36.7	31.5	- -	42.3*	- -	46	26	0	0	10.2
ROBERT MORRIS C (1)	- -	- -	- -	- -	30.9	30.9	10.2	50	68	0	4	7.2
SAINT ANTHONY C OF NURSING (1)	- -	- -	+	31.8	- -	31.8*	- -	9	100	0	0	5.4
ST FRANCIS MED CTR C OF NURS (1)	- -	52.7	43.0	36.7	- -	43.2	6.3	17	100	0	0	- -
ST JOSEPH C OF NURSING (1)	- -	+	38.0	27.0	- -	32.9*	- -	14	100	0	0	9.4
SHIMER C (1)	- -	- -	- -	- -	25.3	25.3*	- -	6	33	0	60	3.6
ST JOHNS C-DEPT OF NURSING (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TRINITY CHRISTIAN C (1)	43.9	40.2	36.7	- -	- -	39.6*	4.0	39	31	44	5	10.7
TRINITY C (1)	39.7	36.0	31.0	24.2	- -	33.4*	- -	32	31	47	0	7.4
WEST SUBURBAN C OF NURSING (1)	- -	+	36.9	34.3	- -	36.1*	- -	14	100	0	0	3.6
BA+												
AURORA U (1)	44.8	38.2	34.4	35.0	- -	38.1	1.9	67	48	1	3	8.5
BRADLEY U (1)	59.8	48.2	38.6	28.4	- -	45.3	3.0	296	30	53	2	9.3
C OF SAINT FRANCIS (1)	45.1	43.0	35.9	- -	- -	40.2	3.8	47	51	2	10	10.3
COLUMBIA C (1)	- -	- -	- -	- -	42.5	42.5	–0.4	177	37	0	2	11.2
CONCORDIA U (1)	42.0	37.1	29.9	24.3	- -	36.1	2.9	80	35	54	0	8.1
EUREKA C (1)	42.7	37.4	32.5	- -	- -	36.4	1.1	33	30	36	6	8.6
HEBREW THEOL C (4)	+	+	+	- -	- -	+*	- -	5	20	- -	0	- -
IL BENEDICTINE C (1)	48.6	37.3	43.0	- -	- -	43.4	6.2	86	35	77	0	8.7
JOHN MARSHALL LAW SCHL (1)	90.2	71.5	51.3	- -	- -	77.6	4.3	52	27	73	0	23.3
KNOWLEDGE SYSTEMS INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LAKE FOREST C (1)	68.6	46.7	32.2	- -	- -	50.3*	0.6	79	30	66	0	15.2
LAKE FOREST GRAD SCHL OF MGMT (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LAKE FOREST GRAD SCHL OF MGMT (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LAKE FOREST GRAD SCHL OF MGMT (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LEWIS U (1)	48.2	40.8	34.5	30.7	- -	39.0*	- -	114	46	43	20	9.1
LINCOLN CHRISTIAN C & SEM (1)	38.1	33.5	32.0	- -	- -	35.2*	- -	26	4	100	0	6.4
MOODY BIBLE INST (1)	46.1	38.1	31.9	- -	- -	42.0*	- -	57	26	0	0	9.6
NORTH CENTRAL C (1)	50.7	42.6	36.4	- -	- -	42.9*	6.7	93	37	59	0	9.1
NORTH PARK C & THEOL SEM (1)	44.9	37.5	29.0	26.5	- -	38.9*	7.7	75	39	76	0	8.6
OLIVET NAZARENE U (1)	40.8	34.2	28.6	25.5	+	33.7*	- -	84	36	50	14	7.6
PARKS C OF SAINT LOUIS U (1)	62.4	52.2	36.4	- -	- -	50.0*	0.8	41	15	66	11	10.4
QUINCY U (1)	40.3	37.6	29.2	- -	- -	36.1*	3.4	60	15	60	0	8.9
ROCKFORD C (1)	41.9	35.1	30.3	- -	- -	35.9	2.1	76	32	53	0	7.1
ROSARY C (1)	47.3	39.6	39.5	27.0	- -	40.0	4.7	65	58	58	0	8.8
SAINT XAVIER U (1)	54.4	45.0	37.0	30.9	- -	44.0	0.8	145	55	61	5	9.9
SCHL OF ART INST OF CHICAGO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
VANDERCOOK C OF MUSIC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
Doctoral												
ADLER SCHL OF PROF PSYCH (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
AMERICAN CONSERV OF MUSIC (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
BRISK RABBINICAL C (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
CATHOLIC THEOL UNION-CHICAGO (1)	19.2	18.5	18.9	- -	- -	18.9*	- -	31	29	61	0	- -
CHICAGO SCHL OF PROF PSYCH (1)	- -	- -	- -	13.3	- -	13.3	12.5	8	50	0	58	- -
CHICAGO THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DEPAUL U (1)	72.4	56.2	44.2	36.2	- -	54.7	3.5	466	34	60	5	10.7
GARRETT-EVANGELICAL THEOL SEM (4)	54.9	45.2	37.5	- -	- -	45.9*	- -	13	31	- -	7	- -
IL INST OF TECHNOLOGY (1)	69.2	49.7	47.0	28.5	- -	52.3	1.9	283	15	55	6	12.9
LOYOLA U OF CHICAGO (1)	77.4	53.8	43.9	39.5	- -	57.5*	- -	447	31	70	16	13.6
LUTHERAN SCHL OF THEOLOGY-CHICAGO (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MCCORMICK THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MEADVILLE-LOMBARD THEOL SCHL (4)	+	--	+	--	--	+*	--	3	33	--	0	--
NATIONAL-LOUIS U (1)	50.5	43.4	35.3	29.6	25.7	37.4	6.6	264	63	34	3	7.1
NORTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NORTHWESTERN U (1)	89.5	61.7	51.8	--	--	74.3	4.4	891	19	71	0	16.1
ROOSEVELT U (1)	48.5	42.2	37.0	--	--	42.8*	--	160	33	71	0	11.5
RUSH U (1)	--	--	--	--	--	--	--	--	--	--	--	--
SEABURY-WESTERN THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SPERTUS C (1)	+	+	+	--	--	+*	27.7	3	0	33	0	13.5
TELSHE YESHIVA-CHICAGO (4)	--	--	--	--	30.6	30.6	--	5	0	--	0	4.9
TRINITY EVANG DIVINITY SCHL (1)	50.0	41.1	35.9	--	--	44.9*	6.0	31	10	55	0	8.8
U OF CHICAGO (1)	94.3	61.9	54.7	36.8	--	78.6	4.2	719	17	72	12	19.1
U OF SAINT MARY OF THE LAKE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WHEATON C (1)	53.2	45.3	37.7	35.3	--	46.6	3.1	160	19	68	0	13.6
INDIANA												
Public Institutions												
AA												
IN VOC/TECH C-CENTRAL IN (1)	--	--	--	--	28.9	28.9	11.4	102	50	0	18	9.1
IN VOC/TECH C-COLUMBUS (1)	--	--	--	--	27.3	27.3	8.0	53	60	0	0	9.1
IN VOC/TECH C-EAST CENTRAL (1)	--	--	--	--	32.9	32.9	26.6	46	54	0	0	9.7
IN VOC/TECH C-KOKOMO (1)	--	--	--	--	35.3	35.3	29.9	33	61	0	0	11.7
IN VOC/TECH C-LAFAYETTE (1)	--	--	--	--	33.2	33.2	28.8	40	60	0	0	10.6
IN VOC/TECH C-NORTH CENTRAL (1)	--	--	--	--	31.8	31.8	27.3	59	63	0	0	10.3
IN VOC/TECH C-NORTHEAST (1)	--	--	--	--	33.1	33.1	25.2	51	47	0	0	10.3
IN VOC/TECH C-NORTHWEST (1)	--	--	--	--	28.5	28.5	16.0	53	53	0	9	7.5
IN VOC/TECH C-SOUTH CENTRAL (1)	--	--	--	--	34.8	34.8	--	37	59	0	0	11.4
IN VOC/TECH C-SOUTHEAST (1)	--	--	--	--	32.0	32.0	48.4	32	69	0	0	9.6
IN VOC/TECH C-SOUTHWEST (1)	--	--	--	--	30.3	30.3	16.8	51	51	0	0	9.7
IN VOC/TECH C-WABASH VALLEY (1)	--	--	--	--	27.3	27.3	10.7	59	53	0	0	9.2
IN VOC/TECH C-WHITEWATER (1)	--	--	--	--	32.3	32.3	20.3	21	67	0	0	9.9
VINCENNES U (1)	44.9	37.8	33.4	29.2	--	38.8	5.7	354	39	72	5	12.6
BA+												
IN U-EAST (1)	49.4	40.5	33.8	29.8	--	35.6*	--	57	47	28	2	12.2
IN U-KOKOMO (1)	54.9	43.3	39.1	32.7	--	40.2*	--	76	49	37	8	12.7
IN U-NORTHWEST (1)	56.4	45.8	36.7	29.9	--	42.7*	--	135	30	50	13	14.2
IN U-PURDUE U-FORT WAYNE (4)	50.8	41.6	35.0	23.1	--	38.5*	--	282	34	--	8	12.4
IN U-SOUTH BEND (1)	56.5	46.5	37.4	31.4	--	42.6*	--	165	36	42	10	14.0
IN U-SOUTHEAST (1)	53.8	41.2	37.9	32.5	--	42.6	-0.1	114	39	47	4	14.3
PURDUE U-CALUMET CAMPUS (1)	52.5	43.1	36.9	24.2	--	41.2	3.7	227	41	65	10	12.5
PURDUE U-NORTH CENTRAL CAMPUS (1)	+	39.1	32.9	--	--	36.3*	3.9	67	49	58	11	11.4
U OF SOUTHERN IN (1)	50.2	43.4	39.2	29.8	--	39.2	2.8	181	39	41	10	11.1
Doctoral												
BALL STATE U (1)	54.4	43.4	34.9	23.7	--	40.8*	--	930	39	49	0	12.6
IN STATE U (1)	51.3	40.9	35.7	23.1	--	43.2	2.0	535	31	73	1	12.5
IN U-BLOOMINGTON (1)	69.2	48.8	40.9	31.6	--	54.5	1.3	1,221	27	63	11	17.7
IN U-PURDUE U-INPOLIS (1)	65.2	48.1	40.4	28.5	--	47.1	2.7	523	38	57	24	15.5
PURDUE U-MAIN CAMPUS (1)	74.5	49.1	43.4	25.6	--	55.2*	--	1,006	23	65	30	15.7
Private Institutions												
AA												
ANCILLA C (1)	--	33.8	+	--	--	33.8*	-2.0	8	25	50	0	6.2
DAVENPORT C-MERRILLVILLE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DAVENPORT C-SOUTH BEND (1)	--	--	--	--	--	--*	--	0	--	--	100	--
HOLY CROSS C (1)	--	32.1	28.2	--	--	29.4*	1.1	22	36	0	0	5.3
MID-AMERICA C OF FUNERAL SERV (1)	--	--	--	--	--	--*	--	0	--	--	--	--
BA												
CALUMET C OF SAINT JOSEPH (1)	37.6	28.5	28.4	--	--	30.6*	11.7	23	35	52	4	7.8
DEPAUW U (1)	55.6	44.8	36.2	--	--	46.9	3.9	138	23	77	0	14.5
FRANKLIN C OF IN (1)	44.3	34.9	33.2	--	--	39.0	1.9	58	31	72	0	10.5
GOSHEN C (1)	36.6	33.4	25.7	--	--	32.4	-6.1	80	40	55	2	7.1
HANOVER C (1)	56.5	44.6	38.8	31.7	--	44.5	2.2	92	28	46	0	10.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
IN INST OF TECHNOLOGY (1)	+	34.1	34.4	--	--	34.2*	–12	18	17	39	0	7.1
LUTHERAN C OF HLTH PROFESSIONS (1)	+	+	34.6	31.3	--	33.2*	–14	31	94	0	23	6.1
MARIAN C (1)	43.7	34.2	31.6	28.6	--	34.9*	--	75	53	47	0	8.3
SAINT MARYS C (1)	54.5	42.8	35.2	--	--	41.3*	--	115	57	61	0	12.5
SAINT MEINRAD C (1)	35.0	+	38.6	--	--	36.4*	–0.6	15	13	80	0	4.4
TAYLOR U-FT WAYNE (1)	31.3	26.6	29.4	--	--	28.4*	4.4	21	29	10	9	8.9
TAYLOR U-UPLAND (1)	40.9	35.8	30.4	--	--	36.3*	1.4	95	26	60	3	14.3
TRI-STATE U (1)	41.5	33.3	33.4	21.8	--	34.6	4.7	54	17	30	22	7.8
WABASH C (1)	60.3	47.9	36.1	--	--	49.9*	–2.3	82	16	65	0	14.2
BA+												
ANDERSON U (1)	42.0	35.3	32.4	25.3	--	35.9	2.2	131	34	61	4	9.7
ASSOC MENNONITE BIBLICAL SEM (1)	36.2	32.2	--	--	--	33.8*	--	12	17	83	0	9.8
BETHEL C (1)	35.5	31.7	29.8	--	+	30.8*	4.2	42	40	24	0	8.4
BUTLER U (1)	53.8	45.7	38.2	28.3	--	45.3	3.7	189	29	63	15	10.2
EARLHAM C (1)	52.2	40.4	34.5	--	--	45.0	–3.3	79	37	67	0	10.8
HUNTINGTON C (1)	44.8	37.8	31.5	--	--	37.8*	3.5	40	33	53	0	8.7
IN WESLEYAN U (1)	41.6	35.3	30.7	--	--	34.7*	--	81	43	17	0	8.5
MANCHESTER C (1)	41.1	33.0	28.9	26.0	--	33.4*	--	69	29	57	5	7.9
MARTIN U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
OAKLAND CITY U (1)	+	29.7	26.8	24.2	--	27.7*	4.0	21	43	14	22	4.4
ROSE-HULMAN INST OF TECHNOLOGY (1)	61.6	53.4	45.9	--	--	55.5*	--	105	11	73	0	17.4
SAINT FRANCIS C (1)	+	35.1	32.6	29.0	--	32.7*	5.6	35	40	43	10	5.9
SAINT JOSEPHS C (1)	40.9	36.5	31.2	--	--	35.0*	--	44	27	75	0	8.3
SAINT MARY-OF-THE-WOODS C (1)	+	+	--	--	--	+*	–0.7	3	67	100	93	7.1
SAINT MEINRAD SCHL OF THEOLOGY (1)	+	28.8	24.8	--	--	25.8*	0.8	18	17	44	0	2.8
U OF EVANSVILLE (1)	53.0	43.8	35.5	29.8	--	43.3*	4.0	171	28	63	0	9.0
U OF INPOLIS (1)	51.3	42.3	37.7	32.8	--	40.5*	--	100	49	29	21	10.5
VALPARAISO U (1)	57.5	43.2	38.4	32.0	--	46.6*	--	201	27	68	0	11.1
Doctoral												
CHRISTIAN THEOL SEM (1)	52.5	37.3	38.2	--	--	43.8*	--	19	32	68	0	16.5
GRACE C & THEOL SEM (1)	31.7	27.6	+	--	--	29.5*	2.0	34	18	9	0	9.5
U OF NOTRE DAME (1)	82.7	58.3	48.2	44.6	--	66.1*	--	648	17	71	0	14.9
IOWA												
Public Institutions												
AA												
DES MOINES CC (1)	--	--	--	--	36.8	36.8	0.8	160	58	0	38	9.4
EASTERN IA CC DISTRICT (1)	--	--	--	--	34.0	34.0	3.8	103	46	0	30	8.6
HAWKEYE CC (1)	--	--	--	--	32.0	32.0	0.3	78	47	0	29	8.7
INDIAN HILLS CC (5)	--	--	--	--	32.0	32.0	2.2	81	56	0	36	8.5
INDIAN HILLS CC-CTRVILLE CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
IA CENTRAL CC (1)	37.1	37.5	36.3	34.1	--	35.5*	--	63	29	100	29	7.1
IA LAKES CC (1)	--	--	--	--	35.1	35.1	3.7	32	31	0	55	8.5
IA VALLEY CC DISTRICT (1)	39.8	34.4	29.9	--	16.3	33.1*	–6.8	71	48	0	23	8.7
IA WESTERN CC (1)	39.6	32.9	29.4	27.5	--	32.4	1.3	73	38	0	32	7.7
KIRKWOOD CC (1)	36.9	32.9	29.5	27.3	--	32.9*	--	90	40	0	55	10.1
NORTH IA AREA CC (1)	--	--	--	--	38.4	38.4	2.6	72	33	88	15	9.4
NORTHEAST IA CC-CALMAR (5)	--	--	--	--	33.2	33.2	3.4	68	66	0	25	10.0
NORTHEAST IA CC-PEOSTA (2)	--	--	--	--	--	--	--	--	--	--	--	--
NORTHWEST IA CC (1)	--	--	--	--	29.6	29.6	0.7	14	36	0	62	8.2
SOUTHEASTERN CC (1)	--	--	--	--	44.1	44.1	5.3	67	31	0	16	5.9
SOUTHWESTERN CC (1)	--	--	--	--	32.7	32.7	1.6	26	23	0	38	9.5
WESTERN IA TECH CC (1)	--	--	--	--	32.1	32.1	2.2	50	48	0	33	8.4
Doctoral												
IA STATE U (1)	70.5	51.0	41.1	25.7	--	52.8	3.4	926	29	68	20	13.1
U OF IA (1)	71.5	50.8	43.7	38.6	--	58.3	2.1	909	27	74	16	14.9
U OF NORTHERN IA (1)	60.1	47.6	40.5	32.9	--	46.4	3.7	616	36	62	2	11.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
AMERICAN INST OF BUSINESS (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
IA METHODIST SCHL OF NURSING (1)	- -	- -	- -	- -	34.0	34.0*	- -	15	93	0	0	7.4
BA												
ALLEN C (1)	- -	- -	37.0	- -	- -	37.0	-1.0	10	100	0	0	5.7
BRIAR CLIFF C (1)	37.5	33.0	29.4	- -	- -	32.7*	3.2	60	40	48	0	8.5
BUENA VISTA C (1)	52.2	40.6	36.6	30.2	- -	41.3	5.9	65	29	58	2	10.8
CENTRAL U OF IA (1)	47.8	42.2	34.1	30.9	- -	41.0*	- -	87	32	67	0	9.2
CORNELL C (1)	56.7	41.7	35.9	31.5	- -	45.5*	- -	77	25	69	0	10.2
DIVINE WORD C (1)	+	+	25.6	20.7	- -	23.5*	1.8	15	60	7	0	6.4
GRACELAND C (1)	42.1	32.9	31.6	27.5	- -	35.6*	2.4	79	37	47	0	6.6
GRAND VIEW C (1)	38.2	31.7	28.5	- -	+	32.9*	-2.7	76	49	57	0	8.4
GRINNELL C (1)	69.3	54.8	42.7	- -	- -	55.6*	7.1	140	36	59	0	13.6
IA WESLEYAN C (1)	27.5	24.1	22.5	20.3	- -	23.7*	- -	36	56	53	8	5.9
LUTHER C (1)	49.2	41.7	36.7	30.4	- -	42.3	4.7	154	33	66	1	12.5
MOUNT MERCY C (1)	40.1	38.4	32.2	25.5	- -	34.9*	3.4	61	46	62	2	7.1
MOUNT ST CLARE C (1)	- -	- -	- -	- -	31.1	31.1	3.1	19	42	0	0	6.5
SIMPSON C (1)	49.3	37.7	33.9	29.3	- -	39.8	1.2	68	35	56	1	10.1
TEIKYO WESTMAR U (1)	+	31.0	27.8	23.9	- -	28.1*	- -	35	37	26	0	5.9
UPPER IA U (1)	43.1	33.0	31.2	28.0	- -	31.4*	- -	27	33	22	0	6.4
VENNARD C (1)	+	+	+	- -	- -	+*	4.2	5	20	0	0	6.9
WALDORF C (1)	33.0	28.8	26.8	- -	- -	29.2*	- -	22	27	50	19	6.9
WARTBURG C (1)	47.0	38.5	32.6	29.0	- -	38.4*	4.2	77	39	58	0	10.7
WILLIAM PENN C (1)	35.5	29.2	24.7	25.4	- -	27.4*	- -	43	35	30	0	7.1
BA+												
CLARKE C (1)	45.5	39.2	32.0	28.8	- -	35.5*	- -	57	60	40	0	7.5
COE C (1)	53.5	43.9	34.6	- -	- -	45.0	3.2	75	32	72	0	13.3
DORDT C (1)	44.3	36.9	32.3	27.7	- -	38.0*	6.7	73	11	53	0	12.4
FAITH BAPTIST BIBLE C & SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LORAS C (1)	43.4	37.2	32.5	29.0	- -	37.2	2.5	110	24	67	0	7.6
MORNINGSIDE C (1)	39.8	34.4	31.5	- -	- -	35.5*	- -	65	34	72	0	8.7
NORTHWESTERN C (1)	44.6	37.9	31.7	30.4	- -	35.6*	3.2	59	19	54	0	9.4
PALMER C OF CHIROPRACTIC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SAINT AMBROSE U (1)	42.0	38.0	34.4	32.1	+	37.0*	1.3	92	34	46	12	9.7
TEIKYO MARYCREST U (1)	37.5	33.4	29.2	27.3	- -	31.6*	- -	55	51	55	0	6.8
U OF OSTEOPATHIC MED & HLTH SCI (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
WARTBURG THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
Doctoral												
DRAKE U (1)	60.8	45.0	40.3	29.8	- -	48.2	0.5	249	27	59	10	11.6
U OF DUBUQUE (1)	34.8	30.5	35.2	- -	- -	33.0	2.2	53	26	68	0	6.9

KANSAS

Public Institutions

AA	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ALLEN COUNTY CC (1)	- -	- -	- -	- -	34.3	34.3	-1.6	27	26	67	4	5.1
BARTON COUNTY CC (1)	- -	- -	- -	- -	30.9	30.9	4.1	66	52	70	12	6.4
BUTLER COUNTY CC (1)	- -	- -	- -	- -	32.1	32.1	6.6	110	48	0	2	7.6
CLOUD COUNTY CC (1)	- -	- -	- -	- -	28.9	28.9	6.5	35	37	94	8	8.2
COFFEYVILLE CC (1)	- -	- -	- -	- -	27.9	27.9	5.7	37	38	76	12	5.4
COLBY CC (1)	- -	- -	- -	- -	30.5	30.5	-1.1	53	47	79	0	4.2
COWLEY COUNTY CC (1)	- -	- -	- -	- -	32.2	32.2	5.5	41	44	76	0	8.0
DODGE CITY CC (1)	35.6	29.7	27.0	24.2	- -	30.9*	3.6	51	41	67	0	6.6
FORT SCOTT CC (1)	- -	- -	- -	- -	27.8	27.8	-16	34	41	59	32	4.9
GARDEN CITY CC (1)	- -	- -	- -	- -	33.8	33.8	1.7	72	39	83	0	6.4
HASKELL INDIAN JR C (1)	- -	- -	- -	46.5	+	46.5*	- -	56	43	100	0	- -
HIGHLAND CC (1)	- -	- -	- -	- -	28.1	28.1	2.9	27	37	0	4	4.9
HUTCHINSON CC (1)	- -	- -	- -	- -	35.8	35.8	6.9	106	42	78	0	8.3
INDEPENDENCE CC (1)	- -	- -	- -	- -	29.3	29.3	-7.5	29	38	72	0	6.4
JOHNSON COUNTY CC (1)	- -	- -	- -	- -	42.7	42.7	5.1	256	44	0	4	13.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KS CITY KS CC (1)	- -	- -	- -	- -	40.9	40.9	4.4	131	53	68	0	8.0
KS STATE U SALINA C OF TECHN (1)	40.8	39.2	41.4	31.6	- -	38.3*	- -	34	6	62	11	10.3
LABETTE CC (1)	- -	- -	- -	- -	34.6	34.6	5.6	36	67	75	0	5.6
NEOSHO COUNTY CC (1)	- -	- -	- -	- -	39.4	39.4	66.7	39	41	100	13	8.5
PRATT CC (1)	- -	- -	- -	- -	28.9	28.9	3.4	37	51	78	0	5.1
SEWARD COUNTY CC (1)	- -	- -	- -	- -	32.0	32.0	4.5	29	38	69	24	5.8
BA+												
FORT HAYS STATE U (1)	45.4	38.3	33.6	29.3	+	37.7*	- -	195	34	59	20	9.4
PITTSBURG STATE U (1)	45.7	38.9	34.9	27.3	- -	38.0*	- -	246	31	62	16	10.4
U.S. ARMY CMD & GENRL STAFF C (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
WASHBURN U OF TOPEKA (1)	61.7	44.7	35.5	28.2	- -	47.1*	- -	194	38	69	7	10.4
Doctoral												
EMPORIA STATE U (1)	45.6	39.6	35.7	26.9	- -	38.3	6.6	203	31	55	14	10.8
KS ST U OF AGRL & APP SCI (1)	56.5	43.2	37.5	28.2	- -	44.4	5.1	665	26	64	23	12.2
U OF KS MAIN CAMPUS (1)	61.3	44.6	38.5	25.8	- -	51.2*	- -	968	22	78	3	12.2
U OF KS MED CTR (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
WICHITA STATE U (1)	57.5	44.2	37.3	24.7	- -	43.1	5.4	457	29	63	6	11.3
Private Institutions												
AA												
DONNELLY C (1)	- -	- -	- -	- -	20.4	20.4	-0.0	11	36	0	0	3.5
HESSTON C (1)	- -	- -	- -	- -	26.5	26.5	16.6	28	36	0	15	5.9
BA												
BAKER U SCHL OF NURSING (1)	- -	+	35.9	- -	- -	35.9*	- -	8	100	0	50	4.7
BARCLAY C (1)	+	- -	+	- -	- -	+*	20.2	5	60	100	38	7.2
BETHANY C (1)	34.7	28.9	25.6	- -	- -	28.8*	1.8	54	26	57	2	7.7
BETHEL C (1)	32.9	29.1	26.0	16.8	- -	28.1*	-1.9	53	45	55	4	6.8
CENTRAL C (1)	- -	- -	- -	- -	21.8	21.8	8.1	17	18	0	0	6.3
KS CITY C & BIBLE SCHL (4)	- -	- -	+	- -	- -	+*	- -	1	0	- -	0	- -
KS WESLEYAN U (1)	34.5	29.7	27.7	- -	- -	30.5*	- -	36	42	47	0	5.1
MANHATTAN CHRISTIAN C (1)	+	29.0	+	- -	- -	29.0*	-1.4	11	27	0	0	6.4
MCPHERSON C (1)	33.2	28.4	25.9	- -	- -	28.6*	3.4	38	32	50	0	8.4
OTTAWA U (1)	35.0	32.8	28.6	- -	- -	30.7*	10.3	27	33	59	16	5.9
STERLING C (1)	29.4	25.2	24.8	- -	- -	25.6*	- -	33	24	0	0	9.3
TABOR C (1)	32.7	29.1	23.3	20.1	- -	26.7*	6.6	28	32	36	0	6.5
BA+												
BAKER U (1)	38.8	33.6	28.5	- -	- -	33.6*	2.8	54	30	70	0	6.7
BAKER U SCH OF PROF & GRAD STUDIES-SPGS (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
BENEDICTINE C (1)	37.2	32.8	36.1	- -	- -	34.6*	14.1	47	32	55	0	5.4
CENTRAL BAPTIST THEOL SEM (1)	40.3	- -	+	- -	- -	40.3*	- -	7	14	86	0	12.7
FRIENDS U (1)	35.3	34.0	30.4	27.7	- -	32.1*	7.1	43	42	14	17	7.1
KS NEWMAN C (1)	36.4	35.3	27.6	27.9	- -	31.7*	- -	56	68	13	23	6.3
MIDAMERICA NAZARENE C (1)	35.5	30.7	26.6	- -	- -	30.3*	1.6	56	39	0	15	8.3
OTTAWA U-KS CITY (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SAINT MARY C (1)	35.9	30.8	28.1	23.0	- -	30.6*	6.1	42	62	55	0	5.8
SOUTHWESTERN C (1)	34.5	31.7	27.3	- -	- -	31.7*	-0.6	43	44	35	2	6.7
KENTUCKY												
Public Institutions												
AA												
ASHLAND CC (5)	42.0	32.7	27.4	27.4	- -	32.2	2.6	947	53	56	5	7.5
ELIZABETHTOWN CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HAZARD CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HENDERSON CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
HOPKINSVILLE CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
JEFFERSON CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LEXINGTON CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
MADISONVILLE CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
MAYSVILLE CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
OWENSBORO CC (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
PADUCAH CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRESTONSBURG CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOMERSET CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHEAST CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
EASTERN KY U (1)	51.6	44.6	37.3	28.6	--	44.2	1.3	528	41	72	9	12.0
KY STATE U (1)	50.3	41.6	35.5	29.0	--	39.2*	5.1	115	32	57	9	10.1
MOREHEAD STATE U (1)	50.8	40.8	33.2	24.9	--	39.2	4.9	341	37	63	0	10.4
MURRAY STATE U (1)	48.9	41.3	35.3	29.0	--	39.7*	--	295	34	59	11	12.5
NORTHERN KY U (1)	56.5	42.2	36.4	24.6	--	41.1*	--	341	40	56	7	9.0
WESTERN KY U (1)	51.2	41.4	35.4	28.2	+	41.9*	--	513	35	62	7	11.0
Doctoral												
U OF KY (1)	66.7	48.0	41.9	52.9	--	53.2	2.9	808	25	72	34	10.9
U OF LOUISVILLE (1)	58.4	43.0	36.5	31.3	--	46.3*	--	439	32	65	34	9.8
Private Institutions												
AA												
LEES C (1)	+	+	25.6	25.4	--	25.5*	0.3	22	59	32	0	3.8
SAINT CATHARINE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
ALICE LLOYD C (1)	34.0	29.2	25.3	21.3	--	24.1*	--	47	49	0	0	7.7
ASBURY C (1)	40.0	34.0	28.0	24.7	--	33.7	-1.4	77	22	61	0	9.3
BEREA C (1)	55.5	43.6	36.1	--	--	45.3*	--	112	39	72	0	8.4
BRESCIA C (1)	+	32.7	28.2	24.2	--	28.6*	2.7	31	35	39	6	6.0
CENTRE C (1)	54.2	43.0	36.0	--	--	44.7*	2.6	82	30	61	0	10.5
CLEAR CREEK BAPTIST BIBLE C (1)	10.3	--	--	--	--	10.3	3.0	3	0	0	70	0.0
C OF THE SCRIPTURES (4)	--	--	--	--	--	--*	--	0	--	--	100	--
KY WESLEYAN C (1)	37.2	33.1	30.6	23.9	--	33.1*	--	51	31	57	0	8.4
LINDSEY WILSON C (1)	41.5	35.6	29.3	27.7	12.5	28.7*	--	43	40	2	0	5.3
MID-CONTINENT BAPTIST BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MIDWAY C (1)	--	--	--	--	31.5	31.5	3.7	36	75	31	0	6.0
PIKEVILLE C (1)	37.3	33.0	28.7	--	18.4	31.1*	6.4	56	52	2	0	5.6
SUE BENNETT C (1)	--	24.4	--	--	--	24.4	12.7	28	46	11	0	4.3
THOMAS MORE C (1)	38.0	34.1	28.1	--	--	32.9*	3.8	64	39	64	0	10.9
TRANSYLVANIA U (1)	47.6	39.6	31.3	--	--	39.4*	--	65	31	66	0	13.1
BA+												
BELLARMINE C (1)	49.1	40.5	35.8	28.3	--	41.1*	--	89	40	66	0	11.0
CAMPBELLSVILLE C (1)	35.8	30.8	27.0	23.4	--	29.6*	--	50	34	42	0	8.4
CUMBERLAND C (1)	35.3	28.6	27.6	24.9	--	28.8	0.7	98	36	42	0	7.7
GEORGETOWN C (1)	39.8	34.2	30.1	24.9	--	34.6*	--	68	38	60	6	7.5
UNION C (1)	34.1	29.5	29.8	22.0	--	30.6*	8.0	46	37	50	2	6.3
Doctoral												
ASBURY THEOL SEM (1)	47.2	39.3	+	--	--	46.1*	4.2	33	12	79	0	12.5
LEXINGTON THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LOUISVILLE PRESBY THEOL SEM (1)	55.2	+	+	--	--	55.2*	4.7	14	36	64	0	11.3
SOUTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SPALDING U (1)	35.7	32.5	30.1	--	--	32.0*	--	63	62	52	5	5.0
LOUISIANA												
Public Institutions												
AA												
BOSSIER PARISH CC (1)	--	--	--	--	28.4	28.4	5.0	81	56	88	19	7.3
DELGADO CC (1)	41.2	35.7	30.9	25.8	--	30.9	-2.4	287	61	53	5	5.9
ELAINE P NUNEZ CC (1)	--	+	31.1	25.0	--	28.0*	4.1	46	50	48	2	5.7
LA STATE U-ALEXANDRIA (1)	37.3	33.0	27.6	24.6	--	31.7*	-1.9	68	47	66	1	6.0
LA STATE U-EUNICE (1)	37.4	34.9	29.3	27.7	--	31.1*	--	54	48	43	14	7.3
SOUTHERN U-SHREVEPORT-BOSSIER CITY CAMPUS (1)	+	32.5	29.8	27.5	--	29.1*	5.1	39	64	49	32	3.0
BA+												
LA STATE U-SHREVEPORT (1)	46.0	41.8	33.9	26.9	--	39.7	3.0	147	33	68	2	8.1
MCNEESE STATE U (1)	45.8	36.7	31.9	25.7	--	37.1	1.5	264	37	71	4	7.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NICHOLLS STATE U (1)	44.6	36.9	32.3	23.4	23.9	34.7*	--	255	40	59	12	7.5
NORTHWESTERN STATE U OF LA (1)	42.1	37.7	32.1	25.5	--	34.3	2.2	227	51	41	13	7.0
SOUTHEASTERN LA U (1)	46.4	39.8	32.6	24.8	--	34.3	–1.3	412	51	41	0	6.9
SOUTHERN U-NEW ORLEANS (1)	39.9	38.8	32.4	32.0	--	34.1*	--	114	40	56	3	6.5
Doctoral												
GRAMBLING STATE U (1)	42.2	36.7	33.3	26.9	--	34.2	1.1	225	41	49	18	6.9
LA ST UNIV & AGRL & MECH & HEBERT LAWS CTR (1)	61.2	44.1	38.2	26.3	--	46.1	–0.7	994	27	62	32	9.3
LA STATE U-MED CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LA TECH U (1)	46.6	40.2	35.0	24.3	--	38.3	2.1	324	33	58	16	9.4
NORTHEAST LA U (1)	46.7	36.8	32.5	23.5	--	33.0	–0.7	365	46	39	23	7.1
SOUTHERN U & A&M C-BATON ROUGE (1)	48.5	39.6	35.0	28.5	--	38.5	5.0	430	48	65	5	7.0
U OF NEW ORLEANS (1)	50.5	37.0	35.9	22.8	--	40.0	0.1	499	30	64	3	7.9
U OF SOUTHWESTERN LA (1)	53.8	42.6	37.2	28.5	--	41.5	2.8	536	35	58	3	7.5
Private Institutions												
BA												
DILLARD U (1)	45.8	38.4	34.5	27.1	--	35.5*	1.6	91	53	11	8	7.2
LA C (1)	38.8	31.4	32.0	28.6	--	34.4	1.8	63	41	60	0	10.4
BA+												
CENTENARY C OF LA (1)	49.2	37.8	32.7	--	--	40.9*	--	65	23	60	0	9.0
LOYOLA U IN NEW ORLEANS (1)	61.8	47.4	40.4	33.3	--	49.6	4.0	232	35	69	4	11.9
OUR LADY OF HOLY CROSS C (1)	+	33.6	30.5	--	--	32.2*	2.8	23	57	0	0	5.5
XAVIER U OF LA (1)	46.2	37.6	32.7	25.7	--	35.1	5.4	170	37	28	18	5.6
Doctoral												
NEW ORLEANS BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TULANE U OF LA (1)	73.5	52.0	43.3	15.6	--	58.1*	--	436	23	74	0	12.8
MAINE												
Public Institutions												
AA												
CENTRAL ME TECH C (1)	--	--	--	--	32.8	32.8	1.0	48	27	83	0	11.2
EASTERN ME TECH C (1)	--	--	--	--	31.3	31.3	–4.9	52	29	0	4	10.0
KENNEBEC VALLEY TECH C (1)	--	--	--	--	31.5	31.5	0.0	29	62	0	15	9.5
NORTHERN ME TECH C (1)	--	--	--	--	33.3	33.3	0.3	49	31	100	0	9.7
SOUTHERN ME TECH C (1)	--	--	--	--	32.6	32.6	1.1	69	25	0	22	9.4
WA COUNTY TECH C (1)	--	--	--	--	33.5	33.5	4.4	24	21	79	4	10.6
BA												
U OF ME AT AUGUSTA (1)	43.9	35.2	30.2	26.8	--	36.9*	--	63	38	73	0	11.4
U OF ME AT FARMINGTON (1)	46.6	35.2	29.3	30.0	--	38.6*	--	96	38	69	1	11.1
U OF ME AT FORT KENT (1)	39.7	35.6	33.1	23.1	--	34.1*	--	35	43	54	0	10.0
U OF ME AT MACHIAS (1)	45.6	34.4	27.9	--	--	34.7*	--	37	30	76	0	10.8
U OF ME AT PRESQUE ISLE (1)	43.1	36.3	30.6	--	--	36.7*	3.2	59	36	63	3	10.8
BA+												
ME MARITIME ACAD (1)	47.4	39.3	32.5	19.4	--	36.0*	–1.3	60	17	0	0	8.3
U OF SOUTHERN ME (1)	58.6	43.8	36.6	27.2	--	46.1*	0.3	289	29	76	1	12.4
Doctoral												
U OF ME (1)	56.7	43.4	36.1	31.8	--	44.6	–1.2	433	33	76	3	12.1
Private Institutions												
AA												
CNTRL ME MED CTR SCHL OF NURS (1)	--	--	--	--	36.5	36.5	--	7	100	0	13	8.8
BA												
BATES C (1)	70.7	50.3	42.3	37.9	--	54.3	4.8	127	33	57	0	13.0
BOWDOIN C (1)	74.2	53.1	41.5	--	--	57.1*	1.1	129	36	64	0	13.5
COLBY C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ME C OF ART (1)	--	--	--	--	--	--*	--	0	--	--	100	--
UNITY C (1)	36.1	31.6	27.4	--	--	31.1*	9.7	29	28	0	0	6.0
WESTBROOK C (1)	+	30.0	25.3	--	--	27.4*	–8.2	25	56	0	14	6.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
C OF THE ATLANTIC (1)	- -	- -	- -	- -	35.0	35.0	4.0	16	31	0	0	8.4
HUSSON C (1)	42.0	36.1	31.0	- -	- -	35.8*	- -	44	55	43	0	4.9
SAINT JOSEPHS C (1)	+	35.8	30.9	- -	- -	31.9*	9.8	44	64	45	6	8.7
THOMAS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF NEW ENGLAND (1)	49.7	40.7	35.0	- -	- -	38.4*	4.0	56	46	32	40	8.7
Doctoral												
BANGOR THEOL SEM (5)	41.3	- -	+	- -	- -	41.3*	-7.2	8	38	25	0	6.0
MARYLAND												
Public Institutions												
AA												
ALLEGANY CC (1)	45.2	37.8	33.4	- -	- -	38.5	2.9	65	55	75	24	11.5
ANNE ARUNDEL CC (1)	53.6	44.8	36.6	31.2	- -	44.1	4.6	198	44	64	3	11.0
BALTIMORE CITY CC (1)	42.4	39.2	32.3	- -	- -	36.3*	8.2	115	55	0	2	12.8
CARROLL CC (1)	55.3	44.3	33.9	30.3	- -	36.3	- -	39	59	0	7	8.9
CATONSVILLE CC (1)	54.1	46.3	35.1	27.8	- -	43.3	0.0	164	45	76	10	12.1
CECIL CC (1)	49.9	42.3	35.8	28.0	- -	41.8*	- -	37	54	43	26	10.5
CHARLES COUNTY CC (1)	47.7	39.0	33.4	- -	- -	41.8*	- -	75	48	59	0	12.1
CHESAPEAKE C (1)	43.8	41.6	33.9	29.9	- -	38.3*	4.7	33	45	36	23	11.8
DUNDALK CC (1)	52.6	43.1	35.8	- -	- -	42.4*	- -	51	51	82	11	15.6
ESSEX CC (1)	53.7	45.2	36.1	29.1	- -	46.0*	- -	140	41	89	7	15.3
FREDERICK CC (1)	47.0	43.5	36.5	- -	- -	40.7*	4.4	67	49	3	6	10.2
GARRETT CC (1)	36.9	32.3	+	- -	- -	33.6*	9.2	15	47	20	0	12.2
HAGERSTOWN JR C (1)	48.3	37.9	31.1	29.7	- -	42.2*	2.2	52	48	71	12	12.6
HARFORD CC (1)	53.2	48.2	42.6	29.4	- -	47.2*	- -	68	46	87	18	14.9
HOWARD CC (1)	54.1	44.0	38.4	31.0	- -	42.1*	7.7	78	69	0	13	11.0
MONTGOMERY C OF GERMANTOWN (1)	51.2	43.0	37.8	- -	- -	46.7	5.9	58	41	21	0	12.8
MONTGOMERY C OF ROCKVILLE (1)	55.4	45.0	39.2	31.6	- -	49.9*	- -	254	44	45	0	14.5
MONTGOMERY C OF TAKOMA PARK (1)	54.2	42.7	39.8	- -	- -	48.6*	- -	84	57	29	0	13.3
PRINCE GEORGES CC (1)	54.5	46.4	33.7	33.9	- -	49.1	2.3	208	49	67	0	9.0
WOR-WIC CC (1)	51.8	+	37.2	29.7	- -	35.6*	6.2	33	67	0	11	7.5
BA												
SAINT MARYS C OF MD (1)	60.2	49.1	37.3	33.1	- -	46.2*	- -	103	37	58	0	12.5
U.S. NAVAL ACAD (1)	62.4	47.9	39.9	23.6	- -	51.0	-6.3	285	21	72	4	9.3
BA+												
BOWIE STATE U (1)	52.9	44.4	36.3	29.9	- -	41.2*	- -	136	43	54	0	12.0
COPPIN STATE C (1)	56.1	44.8	38.9	29.1	- -	43.9*	- -	104	44	73	0	17.2
FROSTBURG STATE U (1)	52.5	42.9	37.6	29.7	- -	42.2	1.5	243	33	65	0	11.9
SALISBURY STATE U (1)	56.6	46.3	37.0	27.4	- -	41.6	3.0	244	35	61	0	11.0
TOWSON STATE U (1)	55.7	45.5	40.1	32.1	- -	46.1	4.8	468	38	73	0	14.1
U OF BALTIMORE (1)	72.1	57.8	51.5	- -	- -	61.2	4.8	163	33	69	4	14.8
U OF MD U C (1)	- -	- -	- -	29.2	- -	29.2*	- -	7	29	0	42	5.9
Doctoral												
MORGAN STATE U (1)	61.2	49.9	42.8	35.3	- -	46.5	4.6	212	35	47	11	15.7
U OF MD BALTIMORE COUNTY (1)	66.6	47.7	41.6	29.8	+	47.6*	- -	308	30	56	16	11.9
U OF MD BALTIMORE PROF SCHS (1)	86.8	66.2	44.8	- -	- -	72.7*	1.4	53	25	81	84	16.0
U OF MD C PARK CAMPUS (1)	71.6	50.1	43.3	32.2	21.7	55.5	4.9	1,010	33	72	21	13.5
U OF MD EASTERN SHORE (1)	48.8	45.8	39.0	29.3	- -	37.8*	3.0	81	36	28	38	10.7
Private Institutions												
AA												
BALTIMORE INT'L CULINARY C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MD C OF ART & DESIGN (1)	+	- -	+	- -	- -	+*	-9.1	3	67	0	0	- -
BA												
COLUMBIA UNION C (1)	34.1	+	32.5	- -	- -	33.2*	- -	9	56	0	80	7.5
EASTERN CHRISTIAN C (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
POTOMAC C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SOJOURNER-DOUGLAS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
VILLA JULIE C (1)	+	40.8	33.8	27.9	- -	35.2*	10.4	45	73	0	24	6.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
CAPITOL C (1)	32.6	33.4	35.9	- -	- -	33.7*	-4.3	14	21	0	22	7.3
C OF NOTRE DAME MD (1)	47.1	38.1	31.2	25.4	- -	37.0	2.1	71	66	30	3	6.1
GOUCHER C (1)	56.1	40.7	36.3	- -	- -	43.1*	2.8	70	60	59	0	9.9
HOOD C (1)	52.7	44.1	36.1	- -	- -	41.9*	- -	78	54	56	0	9.6
MD INST C OF ART (1)	- -	- -	- -	- -	44.0	44.0	27.9	41	37	0	0	8.4
MOUNT SAINT MARYS C (1)	48.4	38.7	32.8	28.5	- -	37.3*	- -	88	30	53	0	9.2
ST JOHN'S C (1)	- -	- -	- -	- -	47.3	47.3	5.6	44	18	70	0	14.0
WA BIBLE C (1)	34.8	30.8	29.2	- -	- -	31.8*	0.7	14	14	0	0	5.4
WA C (1)	48.9	41.3	34.7	- -	- -	43.5	0.9	68	26	74	0	11.4
WA THEOL UNION (1)	- -	+	26.9	- -	- -	26.9*	-2.4	7	43	0	0	0.5
WESTERN MD C (1)	50.7	39.3	33.0	24.0	- -	42.1*	- -	76	33	80	0	12.3
Doctoral												
BALTIMORE HEBREW U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JOHNS HOPKINS U (1)	82.2	55.4	46.6	36.4	56.9	66.8*	1.8	453	27	56	44	15.9
LOYOLA C (1)	64.9	49.7	40.0	29.0	- -	49.2*	- -	224	33	68	0	13.6
NER ISRAEL RABBINICAL C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
PEABODY INST OF JOHNS HOPKINS U (1)	- -	- -	- -	- -	40.0	40.0	6.7	76	29	12	0	12.2
MASSACHUSETTS												
Public Institutions												
AA												
BERKSHIRE CC (1)	44.3	36.0	33.1	28.4	- -	41.0	-0.7	74	55	81	0	13.1
BRISTOL CC (1)	44.1	37.3	30.8	30.7	- -	39.4	-2.6	100	49	73	0	4.9
BUNKER HILL CC (1)	41.2	31.7	32.9	32.9	- -	38.6*	3.9	126	57	85	0	- -
CAPE COD CC (4)	47.1	37.1	34.4	33.8	- -	43.8*	- -	81	51	- -	0	- -
FRANKLIN INST OF BOSTON (1)	35.5	31.7	27.4	24.7	- -	28.5*	0.4	28	18	0	0	7.4
GREENFIELD CC (1)	43.0	35.3	34.0	30.3	- -	39.9*	- -	66	47	71	0	13.0
HOLYOKE CC (1)	42.9	33.3	28.8	29.0	- -	39.0	3.3	125	51	82	0	- -
MA BAY CC (1)	44.3	41.0	38.5	33.7	- -	40.0	-0.9	94	60	51	0	10.2
MASSASOIT CC (1)	43.5	34.5	32.3	30.5	- -	41.0*	- -	149	44	91	0	6.6
MIDDLESEX CC (1)	40.8	35.2	33.7	- -	- -	38.9*	- -	124	61	77	0	0.3
MOUNT WACHUSETT CC (1)	43.4	+	32.4	28.8	- -	40.3*	0.9	74	38	77	0	6.8
NORTH SHORE CC (1)	44.3	36.5	32.8	30.2	- -	42.0*	0.1	123	47	80	0	0.0
NORTHERN ESSEX CC (1)	44.9	36.2	34.5	30.6	- -	41.6*	- -	126	46	88	0	9.1
QUINCY C (1)	- -	- -	- -	- -	33.0	33.0	5.4	57	63	60	0	4.2
QUINSIGAMOND CC (1)	42.9	40.5	38.8	34.4	- -	42.1*	- -	96	51	85	0	0.9
ROXBURY CC (1)	44.8	36.2	32.5	- -	- -	40.0*	- -	69	45	78	0	4.8
SPRINGFIELD TECH CC (1)	44.8	37.4	33.6	31.2	- -	41.5*	- -	179	53	83	0	17.1
BA												
MA MARITIME ACAD (1)	54.5	50.6	39.7	- -	- -	50.4*	-1.4	51	6	88	0	15.9
BA+												
BRIDGEWATER STATE C (1)	52.5	44.1	36.9	31.4	- -	46.4	-0.9	260	40	83	0	15.3
FITCHBURG STATE C (1)	50.7	42.4	37.5	30.9	- -	43.7	-1.7	219	41	81	0	5.8
FRAMINGHAM STATE C (1)	51.7	41.9	36.8	28.9	- -	44.0	-0.5	173	45	78	0	11.8
MA C OF ART (1)	50.9	40.1	33.3	- -	- -	44.8	-2.9	66	52	67	0	- -
NORTH ADAMS STATE C (1)	51.1	39.8	36.2	29.1	- -	42.4*	-0.9	94	29	70	0	- -
SALEM STATE C (1)	53.4	43.9	37.1	30.0	- -	41.6	-0.5	307	41	77	0	14.7
WESTFIELD STATE C (1)	51.5	42.6	36.8	- -	- -	45.5	-0.6	167	32	83	0	4.0
WORCESTER STATE C (1)	52.4	45.7	35.9	29.9	- -	46.1*	- -	163	42	77	0	- -
Doctoral												
U OF MA-AMHERST (1)	70.6	53.5	44.1	36.7	- -	60.7*	- -	1,066	24	80	9	15.0
U OF MA-BOSTON (1)	65.7	54.0	44.7	41.4	- -	54.9	-0.1	429	36	74	9	13.5
U OF MA-DARTMOUTH (1)	57.0	48.9	42.7	38.3	- -	52.2*	- -	333	29	77	0	14.1
U OF MA-LOWELL (1)	65.6	53.7	46.0	42.0	- -	58.5	-0.2	445	25	84	0	14.5
Private Institutions												
AA												
AQUINAS C AT MILTON (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
AQUINAS C AT NEWTON (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BAY STATE C (1)	- -	- -	- -	- -	33.9	33.9	30.6	20	80	0	0	6.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BECKER C-LEICESTER (1)	37.3	30.7	+	- -	- -	34.6*	3.5	22	55	0	0	10.9
BECKER C-WORCESTER (1)	40.1	35.3	28.9	- -	- -	36.3*	2.1	29	59	0	0	10.0
DEAN C (1)	42.6	37.1	28.9	- -	- -	32.8*	0.7	49	41	31	6	9.1
FISHER C (1)	- -	- -	- -	- -	35.3	35.3	3.1	14	71	0	7	7.5
LABOURE C (1)	- -	+	32.8	- -	- -	32.8*	9.1	20	85	0	20	7.8
MARIAN COURT C (1)	- -	- -	- -	- -	+	+*	- -	1	100	0	86	- -
NEWBURY C INC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BA												
AMHERST C (1)	74.9	51.4	44.0	- -	- -	63.7	4.4	155	28	74	0	17.8
ART INST OF BOSTON (1)	30.3	26.4	- -	- -	- -	27.8*	1.7	15	27	0	0	4.7
BAY PATH C (1)	+	35.2	32.6	- -	- -	33.7*	3.9	20	75	0	0	7.5
BERKLEE C OF MUSIC (1)	52.3	42.0	34.6	- -	- -	40.7*	- -	140	6	0	0	8.6
BRADFORD C (1)	45.2	35.7	30.5	24.1	- -	36.0*	- -	37	41	0	0	10.3
C OF THE HOLY CROSS (1)	70.9	52.3	42.2	38.4	- -	54.3*	- -	182	31	68	0	13.4
ENDICOTT C (1)	38.8	31.3	35.9	32.9	46.4	37.4*	12.5	46	67	0	4	10.9
FORSYTH SCHL FOR DENTAL HYG (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
GORDON C (1)	45.3	36.7	32.9	29.9	- -	40.3*	- -	70	30	60	1	13.3
HAMPSHIRE C (1)	54.5	42.6	33.8	- -	- -	44.9	5.7	83	49	0	0	9.7
LASELL C (1)	+	36.5	34.3	- -	+	34.8*	6.7	28	68	7	0	6.3
MERRIMACK C (1)	50.4	39.0	32.5	- -	- -	39.8	0.8	123	27	74	0	11.3
MONTSERRAT C OF ART (1)	+	26.0	27.5	- -	+	26.7*	6.0	14	57	0	0	5.8
MOUNT IDA C (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
NEW ENGLAND DANCE CONSERV (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
PINE MANOR C (1)	42.1	34.5	26.0	- -	- -	32.6*	-10	19	74	63	0	8.0
RADCLIFFE C (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SIMONS ROCK C OF BARD (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
STONEHILL C (1)	53.2	44.1	36.1	- -	- -	43.7	3.3	116	28	64	0	13.4
WELLESLEY C (1)	81.1	57.0	46.6	53.1	- -	64.5*	- -	225	56	64	0	18.0
WENTWORTH INST OF TECHNOLOGY (1)	43.3	38.1	34.9	- -	- -	38.9	-16	112	13	0	0	10.1
WHEATON C (1)	62.1	44.7	36.5	30.7	- -	50.3	3.4	91	52	60	0	11.4
BA+												
ANNA MARIA C (1)	40.9	38.9	33.2	26.6	- -	34.5*	2.1	30	50	70	0	5.8
ASSUMPTION C (1)	50.4	41.2	34.3	28.3	- -	40.2*	- -	108	33	72	0	10.6
ATLANTIC UNION C (1)	+	+	+	- -	- -	+*	-2.7	4	25	25	93	8.4
BABSON C (1)	79.9	64.7	56.7	48.4	- -	65.2*	3.6	119	26	59	0	16.9
BENTLEY C (1)	73.0	58.5	50.1	40.0	- -	58.4*	- -	195	29	63	0	14.4
CAMBRIDGE C (4)	64.3	48.5	40.0	- -	- -	51.3*	- -	57	37	- -	11	- -
C OF OUR LADY OF THE ELMS (1)	43.7	35.9	30.4	27.2	- -	34.6	7.6	53	72	53	0	7.9
CONWAY SCHL OF LANDSCAPE (1)	- -	- -	- -	- -	+	+*	- -	2	50	0	0	- -
CURRY C (4)	62.9	44.6	37.5	- -	- -	48.0*	- -	55	38	- -	7	- -
EMMANUEL C (1)	46.0	44.4	35.2	31.4	- -	41.2	6.5	47	72	45	0	8.0
HEBREW C (1)	+	+	- -	- -	- -	+*	3.4	4	25	75	0	4.2
HELLENIC C-HOLY CROSS GRK ORTH SCH OF THEOL (1)	50.1	47.2	+	- -	- -	49.3*	-2.4	18	22	44	0	9.0
LIFE LABS SCHL OF MED TECHN (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
MGH INST OF HLTH PROFESSIONS (1)	+	58.7	47.9	- -	- -	50.9*	0.5	28	75	0	15	12.1
MOUNT HOLYOKE C (1)	71.5	52.8	42.7	43.2	- -	57.7*	- -	184	43	66	0	15.2
NICHOLS C (1)	62.0	44.0	33.1	- -	- -	44.0*	0.0	16	19	63	54	11.9
REGIS C (1)	50.6	42.1	34.3	28.8	- -	41.5*	0.5	52	79	65	0	10.1
SAINT JOHNS SEM (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SCHL OF THE MUSEUM OF FINE ARTS (1)	- -	- -	- -	- -	33.7	33.7	-28	48	23	0	0	8.7
SUFFOLK U (1)	75.5	55.2	48.9	31.0	- -	62.2	2.2	229	31	57	0	15.5
THE BOSTON CONSERVATORY (1)	- -	- -	- -	- -	22.8	22.8	3.9	22	68	0	24	4.3
WESTERN NEW ENGLAND C (1)	70.0	51.4	43.8	33.7	28.7	56.9*	- -	136	26	73	0	14.2
WHEELOCK C (1)	54.9	42.5	36.7	32.9	- -	40.4*	-1.8	64	72	38	0	8.7
WILLIAMS C (1)	73.4	51.5	43.3	48.4	- -	56.5	4.0	208	33	59	0	18.4
Doctoral												
AMERICAN INT'L C (1)	45.2	36.7	30.8	23.8	- -	34.5*	3.4	71	44	46	0	8.5
ANDOVER NEWTON THEOL SCHL (1)	49.7	+	+	- -	- -	49.7*	- -	15	27	73	0	17.2
BOSTON C (1)	83.8	59.5	54.8	40.0	- -	65.2*	- -	561	32	71	0	15.4
BOSTON U (1)	75.1	51.2	41.8	29.4	- -	56.6*	- -	996	28	52	7	12.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BRANDEIS U (1)	70.6	50.9	41.7	35.8	--	57.2*	--	305	29	70	0	14.1
CLARK U (1)	66.8	47.6	43.0	--	--	54.3	4.0	157	30	80	0	14.2
EMERSON C (1)	69.8	52.2	40.9	31.4	--	50.9*	--	85	38	47	6	15.3
EPISCOPAL DIVINITY SCHL (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GORDON-CONWELL THEOL SEM (1)	53.4	41.6	+	--	--	50.1*	4.4	28	7	82	0	9.2
HARVARD U (5)	104.3	53.0	54.7	49.4	--	79.9	3.3	1,234	20	53	0	19.8
LESLEY C (1)	45.4	40.5	29.2	16.5	--	34.2	-4.7	98	77	4	26	8.0
MA C OF PHAR & ALLIED HLTH SCI (1)	56.1	47.6	37.4	--	--	43.2*	--	36	33	0	46	7.9
MA INST OF TECHNOLOGY (1)	91.1	66.0	52.5	36.8	--	76.5	2.8	899	14	68	7	18.6
NEW ENGLAND CONSERV OF MUSIC (1)	--	--	--	--	38.2	38.2	4.3	57	30	0	0	6.3
NORTHEASTERN U (1)	72.7	55.9	48.9	28.3	33.8	56.1*	--	632	33	59	18	17.1
SIMMONS C (1)	60.8	49.8	39.6	33.9	--	49.0	2.8	170	71	52	0	11.9
SMITH C (1)	75.9	53.4	42.2	34.7	--	61.5*	--	264	47	72	0	16.8
SPRINGFIELD C (1)	54.6	42.5	35.0	--	--	41.3*	5.7	143	43	51	21	10.4
TUFTS U (1)	75.3	55.6	42.4	37.4	--	58.4	2.8	353	32	67	18	18.0
WESTON JESUIT SCHL OF THEOLOGY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WORCESTER POLYTECH INST (1)	68.6	54.0	47.7	--	--	57.9*	5.1	196	12	69	0	15.7
MICHIGAN												
Public Institutions												
AA												
ALPENA CC (1)	--	--	--	--	43.2	43.2	1.6	48	23	0	0	9.4
BAY DE NOC CC (1)	--	--	--	--	44.1	44.1	5.8	43	33	88	0	15.4
BAY MILLS CC (1)	--	--	--	--	29.0	29.0	20.3	8	50	0	0	10.3
DELTA C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
GLEN OAKS CC (1)	53.8	--	--	25.6	--	50.9*	--	31	42	84	0	15.0
GOGEBIC CC (1)	41.7	30.3	--	--	--	40.2*	--	30	27	0	14	11.2
GRAND RAPIDS CC (1)	--	--	--	--	52.6	52.6	10.0	203	39	92	12	22.8
HENRY FORD CC (1)	--	--	--	--	64.4	64.4	5.3	176	39	0	3	17.7
HIGHLAND PARK CC (1)	--	--	--	--	43.7	43.7	3.6	28	68	0	0	17.1
JACKSON CC (1)	56.7	52.5	47.3	43.8	37.8	51.2*	--	108	42	92	0	18.1
KALAMAZOO VLY CC-TX TOWNSHIP (1)	--	--	--	--	46.6	46.6	3.3	105	34	84	0	13.1
KELLOGG CC (1)	--	--	--	--	52.0	52.0	7.0	85	48	85	7	17.4
KIRTLAND CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LAKE MI C (4)	--	--	--	--	36.9	36.9	--	66	45	--	0	12.4
LANSING CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MACOMB CC (1)	--	--	--	--	55.1	55.1	4.8	272	27	97	0	18.0
MID MI CC (1)	--	--	--	--	41.1	41.1	4.1	40	43	85	0	13.1
MONROE COUNTY CC (1)	60.1	55.8	49.5	41.9	--	53.7*	--	54	24	85	0	16.8
MONTCALM CC (1)	--	--	--	--	44.2	44.2	5.8	26	38	88	0	13.8
MOTT CC (1)	51.2	48.9	47.2	45.3	--	49.8	11.2	176	45	0	0	15.9
MUSKEGON CC (1)	--	--	--	--	51.1	51.1	5.6	98	36	93	0	16.5
NORTH CENTRAL MI C (1)	49.4	--	--	--	--	49.4*	--	28	32	100	0	15.1
NORTHWESTERN MI C (1)	--	--	--	--	48.0	48.0	4.1	95	35	0	1	14.5
OAKLAND CC (1)	--	--	--	--	54.8	54.8	6.4	301	40	0	0	24.7
SCHLCRAFT C (1)	--	--	--	--	54.9	54.9	3.7	112	37	0	1	18.4
SOUTHWESTERN MI C (1)	--	--	--	--	36.7	36.7	3.5	47	38	0	0	12.0
ST CLAIR COUNTY CC (1)	--	--	--	--	49.3	49.3	0.4	76	38	95	0	15.3
WASHTENAW CC (1)	--	--	--	--	50.2	50.2	1.8	152	39	84	0	16.2
WAYNE COUNTY CC (1)	--	--	--	--	48.4	48.4	-12	110	58	93	0	14.5
WEST SHORE CC (1)	45.9	+	--	--	--	45.9*	3.5	28	43	86	0	8.8
BA+												
FERRIS STATE U (1)	55.0	47.4	42.1	39.4	31.0	47.3*	--	416	24	77	10	14.9
GRAND VALLEY STATE U (1)	58.6	48.8	40.0	32.8	--	48.1*	--	335	38	63	0	15.3
LAKE SUPERIOR STATE U (1)	50.1	44.7	35.4	26.5	--	42.2	0.0	104	32	71	1	12.9
NORTHERN MI U (1)	60.4	48.0	36.3	31.3	33.5	49.4	5.9	294	35	67	9	16.5
SAGINAW VALLEY STATE U (1)	52.7	44.3	36.4	25.9	--	45.5*	--	178	33	74	0	13.6
U OF MI-DEARBORN (1)	57.7	46.8	43.6	30.5	--	47.0	4.4	219	27	61	0	13.7
U OF MI-FLINT (1)	57.4	47.3	40.8	30.4	--	44.7*	--	181	35	49	5	12.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
CENTRAL MI U (1)	60.0	46.5	39.9	30.4	--	50.0	2.0	553	27	76	1	16.3
EASTERN MI U (1)	57.8	45.6	39.3	25.3	--	47.7	3.4	731	37	75	0	14.5
MI STATE U (1)	66.1	50.9	43.7	34.3	--	56.6	4.0	1,207	27	78	34	17.8
MI TECHNOLOGICAL U (1)	66.7	49.2	43.6	36.9	--	51.9*	--	332	16	67	4	15.9
OAKLAND U (1)	64.8	52.3	43.0	44.1	--	54.7	2.4	354	28	83	0	17.8
U OF MI-ANN ARBOR (1)	80.8	59.7	47.7	32.2	--	63.4*	--	1,696	28	63	12	15.9
WAYNE STATE U (1)	68.9	52.9	44.8	35.0	--	53.4	1.1	747	32	59	17	13.3
WESTERN MI U (1)	61.6	49.5	40.9	28.7	--	50.9	2.9	664	28	71	9	13.3
Private Institutions												
AA												
GREAT LAKES JR C OF BUS (1)	--	30.7	+	17.9	--	27.2*	--	12	67	0	0	5.1
GREAT LAKES JR C OF BUS-BAD AXE (1)	--	+	--	--	--	+*	--	4	50	0	0	2.8
GREAT LAKES JR C OF BUS-BAY CITY (1)	--	27.2	+	--	--	27.2*	--	11	64	0	0	4.4
GREAT LAKES JR C OF BUS-CARO (1)	--	+	--	22.9	--	22.9*	--	8	63	0	0	5.1
GREAT LAKES JR C OF BUS-MIDLAND (1)	--	29.5	26.6	--	--	28.4*	--	18	78	0	0	4.8
LEWIS C OF BUSINESS (1)	--	--	--	--	19.7	19.7	−10	14	64	0	0	2.8
SUOMI C (1)	--	--	--	--	32.3	32.3	0.9	21	62	67	5	9.3
BA												
ADRIAN C (1)	45.5	37.9	32.9	29.2	--	40.7*	--	67	30	73	0	11.1
ALBION C (1)	57.5	44.1	36.1	29.2	--	47.0*	--	108	29	69	0	13.1
ALMA C (1)	54.3	43.0	34.7	--	--	43.6*	3.6	79	24	65	0	10.9
BAKER C OF AUBURN HILLS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BAKER C OF CADILLAC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BAKER C OF MOUNT CLEMENS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BAKER C OF OWOSSO (1)	+	+	+	--	--	+*	3.1	6	33	0	25	13.5
BAKER C OF PORT HURON (1)	--	--	--	--	+	+*	--	1	100	0	67	--
BLACK FOREST HALL (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CTR FOR CREATIVE STUDIES C OF ART & DESIGN (1)	41.1	30.5	27.1	--	--	37.2*	0.4	47	15	0	0	8.0
CLEARY C (2)	--	--	--	--	--	--	--	--	--	--	--	--
CLEARY C (5)	+	26.6	+	--	--	26.6*	--	7	57	0	59	4.4
CONCORDIA C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CORNERSTONE C (1)	34.4	29.9	26.5	25.0	--	29.2*	0.5	35	26	71	3	9.5
DAVENPORT C (5)	+	50.6	45.5	33.6	--	43.9*	--	47	51	0	0	14.4
DAVENPORT C OF BUS-HOLLAND (2)	--	--	--	--	--	--	--	--	--	--	--	--
DAVENPORT C-LANSING (1)	--	--	--	--	23.8	23.8*	--	8	75	0	50	6.3
DETROIT C OF BUS-DEARBORN (1)	--	--	--	--	35.8	35.8	3.8	26	46	85	0	14.0
DETROIT C OF BUS-FLINT (1)	--	--	--	--	+	+*	--	2	50	0	33	4.2
DETROIT C OF BUS-WARREN (1)	--	--	--	--	28.7	28.7	5.2	13	46	15	0	12.3
GRACE BIBLE C (1)	+	--	+	--	--	+*	−1.3	5	40	20	0	5.0
HILLSDALE C (3)	--	--	--	--	--	--*	--	0	--	--	--	--
HOPE C (1)	53.6	42.6	35.7	--	--	45.2*	--	170	31	68	1	14.5
JORDAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
KALAMAZOO C (1)	54.0	43.7	35.8	33.4	--	44.1*	--	90	37	57	0	11.9
KENDALL C OF ART & DESIGN (1)	35.0	33.8	31.3	--	--	32.7*	--	32	41	0	0	10.3
MI CHRISTIAN C (1)	+	22.3	22.5	19.2	--	20.5*	−0.4	20	35	20	9	5.9
OLIVET C (1)	40.0	35.0	29.9	--	--	32.9*	0.2	41	44	34	0	6.0
REFORMED BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAINT MARYS C (1)	+	+	+	--	--	+*	2.7	12	42	0	0	4.4
WILLIAM TYNDALE C (1)	31.0	--	27.7	--	--	29.4*	−8.5	9	33	0	0	6.4
BA+												
AQUINAS C (1)	38.6	31.0	27.9	--	--	32.8	2.8	82	40	82	0	9.6
BAKER C OF FLINT (1)	50.2	+	38.9	--	--	40.5*	5.9	26	46	0	30	13.4
BAKER C OF MUSKEGON (1)	--	--	--	--	44.4	44.4	3.7	22	45	0	19	14.1
CALVIN C (1)	48.6	42.5	37.2	--	--	46.0*	2.5	227	19	63	0	13.5
CTR FOR HUMANISTIC STUDIES (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CRANBROOK ACAD OF ART (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DAVENPORT C-KALAMAZOO (1)	--	--	--	--	24.6	24.6*	--	16	88	0	45	7.2
GMI ENGINEERING & MGMT INST (1)	59.0	46.6	44.0	42.0	--	48.7*	--	81	23	56	39	12.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
LAWRENCE TECHNOLOGICAL INST (4)	54.3	43.9	36.7	29.4	44.9	43.6*	--	144	37	--	9	--
MADONNA U (1)	50.8	40.5	35.9	30.3	--	39.6*	--	90	60	3	2	7.5
MARYGROVE C (1)	46.6	38.5	30.4	--	--	37.3*	5.1	47	68	77	0	9.2
NORTHWOOD U (1)	36.8	32.3	33.3	--	--	34.7*	0.9	30	37	0	0	7.7
SACRED HEART MAJOR SEM (1)	37.0	+	25.3	--	--	30.3*	1.7	13	23	0	0	10.6
SIENA HEIGHTS C (1)	+	34.1	30.5	--	--	32.6*	0.5	53	40	0	0	9.0
SPRING ARBOR C (1)	38.7	33.1	29.5	26.0	--	33.2*	3.8	63	32	59	0	7.9
WALSH C OF ACCT'G & BUS ADMN (1)	+	65.6	63.5	--	--	64.8*	36.8	17	29	0	0	15.9
Doctoral												
ANDREWS U (1)	30.5	26.9	27.7	13.4	--	26.3*	--	37	32	24	83	9.6
CALVIN THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF DETROIT MERCY (4)	54.2	44.0	36.6	30.3	41.3	43.5	--	215	36	--	10	--
WESTERN THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MINNESOTA												
Public Institutions												
AA												
ALEXANDRIA TECH C (1)	--	--	--	--	41.3	41.3	9.5	79	35	96	9	9.5
ANOKA-RAMSEY CC (1)	--	--	--	--	45.4	45.4	2.0	69	39	100	0	13.8
ANOKA-RAMSEY CC-CAMBRIDGE (1)	--	--	--	--	44.1	44.1	5.7	11	64	100	0	14.0
AUSTIN CC (1)	--	--	--	--	43.9	43.9	2.4	27	41	100	0	14.3
BRAINERD CC (1)	--	--	--	--	42.1	42.1	3.0	45	40	100	0	13.8
BRAINERD/STAPLES TECH C-BRAINERD (5)	--	--	--	--	38.5	38.5	1.6	92	36	92	3	10.4
BRAINERD/STAPLES TECH C-STAPLES (2)	--	--	--	--	--	--	--	--	--	--	--	--
DAKOTA COUNTY TECH C (1)	--	--	--	--	39.3	39.3	3.4	90	39	84	0	11.5
FERGUS FALLS CC (1)	--	--	--	--	41.1	41.1	-0.1	26	42	100	0	13.7
HENNEPIN TECH C (1)	--	--	--	--	41.3	41.3	4.8	198	32	0	0	10.8
HIBBING CC (1)	--	--	--	--	44.3	44.3	7.3	28	36	100	0	14.6
HUTCHINSON/WILLMAR REGIONAL TECH COLL-HUTCHINSON (2)	--	--	--	--	--	--	--	--	--	--	--	--
HUTCHINSON/WILLMAR REGIONAL TECH COLL-WILLMAR (5)	--	--	--	--	38.5	38.5	3.1	95	26	89	2	9.8
INVER HILLS CC (1)	--	--	--	--	45.9	45.9	5.5	71	46	100	0	14.2
ITASCA CC (1)	--	--	--	--	42.3	42.3	1.5	32	41	100	0	13.9
LAKEWOOD CC (1)	--	--	--	--	45.5	45.5	4.3	79	41	100	0	14.0
MESABI CC (1)	--	--	--	--	44.7	44.7	10.6	23	43	100	0	14.4
MINNEAPOLIS CC (1)	--	--	--	--	43.9	43.9	1.0	81	49	100	0	13.6
NORMANDALE CC (1)	--	--	--	--	47.1	47.1	4.4	147	47	100	0	14.4
NORTH HENNEPIN CC (1)	--	--	--	--	45.1	45.1	2.7	82	49	100	0	13.9
NORTHLAND CC (1)	--	--	--	--	44.1	44.1	3.6	23	39	100	0	14.2
NORTHWEST TECH C-BEMIDJI (1)	--	--	--	--	36.5	36.5	-3.1	21	38	95	34	8.5
NORTHWEST TECH C-DETROIT LAKES (1)	--	--	--	--	32.9	32.9	2.2	39	28	90	22	7.7
NW TECH C-EAST GRAND FORKS (4)	--	--	--	--	36.2	36.2	--	24	63	--	29	8.4
NW TECH C-MOORHEAD (1)	--	--	--	--	37.6	37.6	2.6	52	38	94	7	10.1
NW TECH C-THIEF RIVER FALLS (4)	--	--	--	--	34.5	34.5	--	36	28	--	10	8.3
NW TECH C-WADENA (4)	--	--	--	--	38.8	38.8	--	8	38	--	11	--
RAINY RIVER CC (1)	--	--	--	--	41.3	41.3	-3.1	20	40	100	0	13.7
RANGE TECH C-EVELETH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
RANGE TECH C-HIBBING CAMPUS (5)	--	--	--	--	41.7	41.7	7.2	52	31	81	10	7.8
RED WING/WINONA TECH C-RED WING (2)	--	--	--	--	--	--	--	--	--	--	--	--
RED WING/WINONA TECH C-WINONA (5)	--	--	--	--	39.6	39.6	7.0	62	37	79	0	9.3
ROCHESTER CC (1)	--	--	--	--	44.3	44.3	0.9	79	48	100	0	14.3
S. CENTRAL TECH C-ALBERT LEA (4)	37.8	--	--	--	--	37.8	--	123	35	--	0	15.4
S. CENTRAL TECH C-MANKATO (1)	--	--	--	--	43.4	43.4	18.3	128	41	85	0	7.9
SW TECH C-CANBY (1)	--	--	--	--	35.3	35.3	0.7	12	25	75	20	8.6
SW TECH C-GRANITE FALLS (1)	--	--	--	--	38.6	38.6	-35	21	24	100	13	8.8
SW TECH C-JACKSON (1)	--	--	--	--	36.2	36.2	4.4	21	19	95	28	8.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
SW TECH C-PIPESTONE (1)	--	--	--	--	37.7	37.7	10.5	15	60	93	38	9.0
ST PAUL TECH C (1)	--	--	--	--	59.4	59.4	2.4	115	37	94	0	11.5
VERMILION CC (1)	--	--	--	--	41.4	41.4	−1.8	27	37	100	0	13.8
WILLMAR CC (1)	--	--	--	--	44.1	44.1	4.8	34	38	100	0	14.1
WORTHINGTON CC (1)	--	--	--	--	42.3	42.3	−0.1	24	29	100	0	13.9
BA												
SOUTHWEST STATE U (1)	54.6	43.6	37.5	--	--	48.8	6.4	106	22	90	0	15.3
U OF MN-CROOKSTON (1)	+	44.6	37.8	--	--	40.4*	6.3	29	28	90	22	13.7
U OF MN-MORRIS (1)	55.3	41.7	35.2	29.4	--	40.4	3.8	113	34	48	0	13.6
BA+												
BEMIDJI STATE U (1)	52.7	42.7	35.6	25.7	--	44.9*	--	191	30	70	2	12.4
MANKATO STATE U (1)	54.4	46.0	38.7	27.3	--	47.5	4.7	461	30	72	0	13.0
METROPOLITAN STATE U (1)	53.3	44.2	39.0	--	--	45.4*	--	70	50	53	4	11.2
MOORHEAD STATE U (1)	53.2	42.7	36.0	26.7	--	43.7	4.5	328	35	69	0	12.1
SAINT CLOUD STATE U (1)	54.0	43.7	37.1	25.5	--	46.1	4.5	578	32	69	0	13.2
WINONA STATE U (1)	53.5	43.5	37.8	26.0	--	45.6	5.9	286	37	70	0	13.0
Doctoral												
U OF MN TWIN CITIES (1)	71.8	50.0	44.1	--	--	60.4*	--	1,209	23	80	19	16.8
U OF MN-DULUTH (1)	60.2	47.6	40.2	27.2	--	48.6	5.3	263	30	71	9	15.3
Private Institutions												
AA												
BETHANY LUTHERAN C (1)	--	--	--	--	35.2	35.2*	--	18	11	61	0	9.5
C OF SAINT CATHERINE-MINNEAPOLIS (4)	+	--	34.1	27.2	--	33.5*	--	49	88	--	14	6.8
NEI C OF TECHNOLOGY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
APOSTOLIC BIBLE INST INC (4)	--	--	--	--	--	--*	--	0	--	--	100	--
BETHANY C OF MISSIONS (4)	+	+	+	--	--	+*	--	6	33	--	0	--
CARLETON C (1)	65.1	50.2	41.0	36.6	--	53.8*	2.5	150	29	63	0	13.6
C OF ASSOCIATED ARTS (1)	+	32.4	+	--	--	32.4*	7.6	7	57	0	0	7.0
C OF SAINT BENEDICT (1)	50.8	42.9	34.6	30.7	+	40.9*	6.2	127	62	66	0	8.9
CONCORDIA C AT MOORHEAD (1)	53.5	42.1	36.2	31.2	--	41.8	1.6	169	36	57	2	8.7
CROWN C (1)	13.2	15.7	19.0	--	--	15.4*	4.9	25	20	40	0	22.9
GUSTAVUS ADOLPHUS C (1)	51.0	41.8	35.5	30.5	--	42.7	4.7	164	30	68	0	11.6
MACALESTER C (1)	65.0	51.1	41.6	35.7	--	53.3*	--	131	35	59	0	12.7
MN BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NAES-TWIN CITIES (4)	47.6	37.9	32.2	--	+	38.2*	--	43	35	--	4	--
NORTH CENTRAL BIBLE C (1)	37.4	32.5	22.2	--	28.1	29.5*	--	34	21	0	0	7.0
NORTHWESTERN C (1)	38.2	35.1	31.7	--	--	33.8*	--	51	18	0	0	9.0
OAK HILLS BIBLE C (1)	--	--	--	--	+	+*	9.3	3	33	0	57	4.2
PILLSBURY BAPTIST BIBLE C (1)	+	23.2	19.3	15.7	--	19.2*	−6.5	23	22	0	0	6.4
SAINT OLAF C (1)	57.5	43.9	36.5	31.1	--	46.4	4.2	229	34	76	0	10.1
BA+												
AUGSBURG C (1)	44.0	36.2	31.6	--	--	36.0*	--	126	44	57	0	10.7
BETHEL C (1)	44.2	36.6	32.5	28.6	--	38.5*	--	112	37	61	0	11.3
C OF SAINT CATHERINE-SAINT CATHERINE (1)	43.9	37.9	31.3	23.0	--	35.2*	--	130	70	49	0	8.5
C OF SAINT SCHOLASTICA (1)	45.4	40.1	33.7	29.7	+	36.0*	4.0	103	53	34	10	10.5
CONCORDIA C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
HAMLINE U (1)	56.3	45.6	31.4	41.2	--	48.1	4.4	112	38	70	7	12.8
MINNEAPOLIS C OF ART & DESIGN (1)	45.0	37.5	32.7	--	--	40.7*	--	36	42	0	0	8.5
SAINT JOHNS U (1)	52.3	42.5	36.2	29.2	--	43.1*	--	127	24	65	0	11.2
SAINT MARYS C OF MN (1)	50.6	41.8	31.7	--	+	40.8*	2.8	87	25	53	0	8.0
Doctoral												
BETHEL THEOL SEM (1)	53.1	+	+	--	--	53.1*	--	15	0	93	0	11.8
CENTRAL BAPTIST THEOL SEM (3)	--	--	--	--	--	--*	--	0	--	--	--	--
LUTHER SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
UNITED THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF ST THOMAS (1)	58.6	43.9	37.8	33.5	--	42.5	5.5	298	32	59	0	11.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MISSISSIPPI												
Public Institutions												
AA												
COAHOMA CC (1)	--	--	--	--	27.5	27.5	6.4	21	81	0	54	6.6
COPIAH-LINCOLN JR C (5)	--	--	--	--	30.9	30.9	11.1	90	52	0	0	8.4
COPIAH-LINCOLN JR C-NATCHEZ (2)	--	--	--	--	--	--	--	--	--	--	--	--
EAST CENTRAL CC (1)	--	--	--	--	26.1	26.1	2.0	53	43	0	13	4.8
EAST MS CC (1)	--	--	--	--	29.8	29.8	13.0	22	59	0	65	7.1
EAST MS CC-GOLDEN TRIANGLE (3)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-JACKSON CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RANKIN CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RAYMOND CAMPUS (5)	--	--	--	--	31.9	31.9	5.5	366	63	0	5	7.5
HINDS CC-UTICA CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-VICKSBURG-WARREN CNTY (2)	--	--	--	--	--	--	--	--	--	--	--	--
HOLMES CC (1)	--	--	--	--	29.8	29.8	12.4	70	71	0	33	7.1
ITAWAMBA CC (1)	--	--	--	--	33.5	33.5	9.4	78	63	0	42	7.6
JONES COUNTY JR C (1)	--	--	--	--	38.2	38.2	4.1	121	61	0	32	9.0
MERIDIAN CC (1)	--	--	--	--	32.4	32.4	6.8	64	72	0	43	5.9
MS DELTA CC (1)	--	--	--	--	34.4	34.4	11.0	60	73	0	43	7.8
MS GULF COAST CC (1)	--	--	--	--	34.0	34.0	11.8	295	58	0	16	7.5
NORTHEAST MS CC (1)	--	--	--	--	36.3	36.3	11.6	99	71	0	19	6.7
NORTHWEST MS CC (1)	--	--	--	--	37.4	37.4	9.6	145	63	0	21	8.6
PEARL RIVER CC (1)	--	--	--	--	30.8	30.8	8.1	101	60	0	19	6.6
PEARL RIVER CC-FORREST COUNTY (3)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWEST MS CC (1)	--	--	--	--	35.4	35.4	8.7	44	66	0	17	5.2
BA+												
ALCORN STATE U (1)	45.0	38.3	36.7	27.5	--	34.2	10.3	131	47	26	13	8.7
MS U FOR WOMEN (1)	44.2	35.5	34.5	28.9	--	35.1*	--	92	59	33	21	8.1
MS VALLEY STATE U (1)	38.1	34.0	33.4	30.5	--	33.7*	--	95	34	37	14	8.2
Doctoral												
DELTA STATE U (1)	46.3	38.3	35.7	30.1	--	38.9	17.0	159	37	36	11	8.6
JACKSON STATE U (1)	47.7	41.1	36.6	28.5	--	38.8	9.5	270	39	47	12	8.6
MS STATE U (1)	48.6	38.5	35.4	22.6	--	38.3	–12	464	29	61	41	8.3
U OF MS MAIN CAMPUS (1)	58.7	45.6	40.0	26.9	--	45.8*	6.8	364	27	52	18	9.9
U OF MS MED CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF SOUTHERN MS (1)	59.8	46.0	39.3	30.5	--	46.4	6.0	524	33	57	9	8.5
Private Institutions												
AA												
MARY HOLMES C (4)	--	25.1	+	23.2	--	24.0*	--	19	37	--	24	4.5
WOOD C (1)	23.1	+	+	17.9	--	19.4*	–0.3	20	65	30	0	4.3
BA												
BELHAVEN C (1)	37.2	31.7	28.9	--	--	31.8	1.2	35	31	43	0	5.3
BLUE MOUNTAIN C (1)	29.9	27.7	28.2	--	--	28.2*	5.4	24	50	21	0	5.7
RUST C (1)	34.3	23.7	25.4	24.0	--	26.2	–0.6	54	28	15	0	6.1
SOUTHEASTERN BAPTIST C (1)	+	--	--	--	--	+*	--	2	50	0	50	--
TOUGALOO C (1)	31.3	28.5	25.9	22.4	--	27.5	5.1	62	35	37	0	6.0
WESLEY C (1)	--	+	--	--	--	+*	--	2	50	0	0	--
BA+												
MILLSAPS C (1)	51.0	38.8	34.8	26.7	--	39.8*	--	89	36	53	0	8.9
MS C (4)	52.8	41.2	34.4	25.8	--	41.8*	--	110	34	--	11	--
WESLEY BIBLICAL SEM (1)	+	--	--	--	--	+*	--	2	0	0	71	--
WILLIAM CAREY C (4)	36.3	29.3	26.6	23.9	--	30.0*	--	35	51	--	47	6.8
Doctoral												
JACKSON C OF MINISTRIES (4)	+	+	+	--	--	+*	--	5	40	--	0	--
REFORMED THEOL SEM (5)	48.1	42.9	32.5	--	--	44.0	1.1	24	0	0	0	11.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MISSOURI												
Public Institutions												
AA												
CROWDER C (1)	--	--	--	--	25.1	25.1	1.5	37	43	0	29	5.3
EAST CENTRAL C (1)	--	--	--	--	32.7	32.7	9.2	54	33	72	7	7.5
HEART OF THE OZARKS TECH CC (1)	--	--	--	--	30.9	30.9	--	38	53	0	24	7.0
JEFFERSON C (1)	41.5	34.9	30.8	28.8	--	36.8	-0.3	82	41	72	5	6.4
LONGVIEW CC (1)	--	--	--	--	38.0	38.0	3.6	95	39	64	5	9.4
MAPLE WOODS CC (1)	--	--	--	--	41.9	41.9	4.0	51	33	76	9	9.7
MINERAL AREA C (1)	--	--	--	--	32.6	32.6	9.2	44	50	0	8	6.8
MOBERLY AREA CC (1)	--	--	--	--	28.9	28.9	6.9	35	63	14	10	5.0
NORTH CENTRAL MO C (1)	--	--	--	--	30.6	30.6	2.7	20	55	70	17	6.2
PENN VALLEY CC (1)	--	--	--	--	38.6	38.6	1.8	84	57	50	13	9.5
SAINT LOUIS CC-FLORISSANT VALLEY (1)	52.2	46.4	38.6	33.5	--	47.6*	--	118	36	0	0	8.9
SAINT LOUIS CC-FOREST PARK (1)	52.2	45.3	38.0	33.5	--	44.4	2.6	113	56	0	0	8.3
SAINT LOUIS CC-MERAMEC (1)	52.3	45.1	37.9	33.0	--	45.3	2.5	173	45	0	0	8.5
SW MO STATE U-WEST PLAINS (1)	--	39.8	32.1	25.9	--	32.4*	--	19	53	68	5	7.0
ST CHARLES COUNTY CC (1)	39.8	36.6	31.2	26.0	--	32.5	5.7	58	57	0	3	6.2
STATE FAIR CC (1)	--	--	--	31.0	--	31.0*	--	44	43	0	17	5.1
THREE RIVERS CC (1)	--	--	--	--	27.8	27.8	2.7	53	42	51	0	5.8
BA												
HARRIS-STOWE STATE C (1)	47.1	41.8	34.0	28.2	--	37.3*	--	44	50	48	0	8.8
MO SOUTHERN STATE C (1)	49.5	40.9	35.4	30.3	--	39.4*	--	183	26	63	4	9.1
MO WESTERN STATE C (1)	50.5	41.8	34.8	27.9	--	40.8*	--	158	37	59	2	9.2
BA+												
CENTRAL MO STATE U (1)	52.2	44.5	38.1	27.9	--	43.7*	3.2	410	32	65	7	9.6
LINCOLN U (1)	40.2	33.2	29.6	25.3	--	31.6	2.5	118	45	42	0	7.5
NORTHEAST MO STATE U (1)	52.3	42.3	35.1	29.8	--	40.1	4.0	330	32	46	1	9.1
NORTHWEST MO STATE U (1)	54.2	41.5	35.4	27.2	--	39.3*	--	224	34	40	2	8.3
SOUTHEAST MO STATE U (1)	52.6	44.5	37.0	30.8	--	43.8	5.2	352	32	65	1	10.2
SOUTHWEST MO STATE U (1)	52.7	43.7	37.3	24.7	+	42.6*	--	617	32	68	8	8.8
Doctoral												
U OF MO-COLUMBIA (1)	64.6	48.3	42.6	33.9	--	52.4	6.7	638	24	65	28	10.1
U OF MO-KS CITY (1)	60.9	46.1	39.6	25.2	--	49.3	3.1	297	28	73	34	9.6
U OF MO-ROLLA (1)	70.2	53.8	46.7	32.3	--	58.1	5.0	247	11	73	7	11.2
U OF MO-ST LOUIS (1)	59.3	46.5	40.8	38.9	--	47.1	1.0	298	39	57	12	9.1
Private Institutions												
AA												
BURGE SCHL OF NURSING OF THE LESTER E COX MED CT (1)	--	--	--	--	43.2	43.2	51.4	19	100	0	0	--
COTTEY C (1)	42.8	35.2	29.9	--	--	35.6*	--	33	58	67	0	8.0
KEMPER MILITARY SCHL & C (1)	--	--	--	--	21.1	21.1	0.7	20	40	0	0	2.1
NORTHWEST MO CC (1)	--	--	--	--	23.1	23.1	30.3	23	78	0	30	4.2
RANKEN TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ST JOHNS REGIONAL HLTH CTR-SCHL OF RAD TECH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WENTWORTH MILITARY ACAD (1)	--	--	--	--	+	+*	--	1	0	0	0	--
BA												
CENTRAL BIBLE C (1)	38.2	32.9	27.4	23.7	--	30.3*	--	36	36	0	0	4.8
CENTRAL CHRISTIAN C OF THE BIBLE (1)	28.9	--	--	--	--	28.9	-2.7	4	0	0	0	5.9
CENTRAL METHODIST C (1)	40.8	32.7	25.6	22.6	--	30.9*	-1.3	55	44	47	0	6.6
C OF THE OZARKS (1)	45.9	40.0	35.4	--	--	40.4*	--	80	28	64	0	8.9
COLUMBIA C (1)	40.0	32.5	30.5	--	--	33.4*	--	47	34	55	0	6.8
CULVER-STOCKTON C (1)	40.6	36.2	34.4	21.0	--	35.3*	--	55	18	40	0	6.4
DEACONESS C OF NURSING (1)	--	--	32.3	--	--	32.3*	--	17	100	0	11	1.8
EVANGEL C (4)	47.2	37.9	32.2	27.4	+	37.4*	--	78	32	--	5	--
HANNIBAL-LAGRANGE C (1)	31.1	27.7	24.6	22.2	--	25.9*	--	37	51	0	3	7.6
KS CITY ART INST (1)	45.6	+	30.8	28.3	--	39.0*	5.5	47	30	64	0	8.0
LOGAN C OF CHIROPRACTIC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MO BAPTIST C (1)	+	27.0	27.2	24.4	--	26.7*	8.6	20	45	0	43	7.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MO VALLEY C (1)	36.3	33.9	28.5	27.0	--	31.6*	2.4	44	32	9	25	4.9
OZARK BIBLE INST & C (4)	47.6	+	32.3	--	--	40.0*	--	12	33	--	0	--
OZARK CHRISTIAN C (4)	47.6	37.9	32.2	--	+	38.6*	--	30	33	--	6	--
RESEARCH C OF NURSING (1)	+	45.0	37.5	31.6	--	37.0*	--	29	100	0	0	5.3
SAINT LOUIS CHRISTIAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
STEPHENS C (1)	--	--	--	--	27.8	27.8	-1.2	58	55	53	2	7.1
WESTERN BAPTIST BIBLE C (3)	--	--	--	--	--	--*	--	0	--	--	--	--
WESTMINSTER C (1)	47.3	41.1	32.6	30.1	--	40.6*	6.2	49	27	71	0	11.7
WILLIAM JEWELL C (1)	44.1	35.6	31.7	--	--	39.0*	5.2	81	38	73	2	10.1
BA+												
ASSEMBLIES OF GOD THEOL SEM (1)	40.1	36.5	+	--	--	38.9*	--	10	0	70	0	5.7
AVILA C (1)	39.6	37.4	30.7	28.7	--	33.3*	--	53	64	0	0	5.7
BAPTIST BIBLE C (1)	38.1	31.7	--	24.9	--	30.6	--	28	46	100	0	5.3
CALVARY BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CHRISTIAN OUTREACH SCHL OF MINISTRIES (3)	--	--	--	--	--	--*	--	0	--	--	--	--
CONCEPTION SEM C (1)	--	--	--	--	31.7	31.7	3.5	5	0	0	0	5.9
DRURY C (1)	46.4	40.9	34.0	25.1	--	38.5	3.7	83	25	51	3	8.7
FONTBONNE C (1)	41.5	35.2	29.2	27.5	--	33.4*	--	39	62	49	0	6.5
LINDENWOOD C (1)	43.3	36.9	32.6	--	--	35.5*	--	46	43	0	55	5.0
MARYVILLE U OF SAINT LOUIS (1)	47.9	37.0	32.7	29.2	--	38.5*	--	77	60	42	4	8.7
PARK C (1)	40.4	33.0	29.9	--	--	33.3*	8.7	39	31	46	22	5.2
ROCKHURST C (1)	46.6	39.8	36.6	28.0	--	39.4	8.6	94	33	62	6	7.5
SAINT JOHNS MERCY MED CTR SCH OF MED TECHN (3)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHWEST BAPTIST U (1)	33.7	28.8	31.3	25.0	--	29.4*	--	86	38	52	19	6.9
ST LOUIS C OF PHARMACY (1)	52.4	45.1	42.2	--	--	45.2	3.4	22	45	45	55	8.2
WILLIAM WOODS U (1)	38.5	33.4	30.5	26.8	--	32.7*	5.7	46	52	33	0	8.7
Doctoral												
CONCORDIA SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
COVENANT THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
EDEN THEOL SEM (4)	--	--	--	--	--	--*	--	0	--	--	100	--
LAEL C & GRAD SCHL (3)	--	--	--	--	--	--	--	--	--	--	--	--
MIDWESTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NAZARENE THEOL SEM (1)	39.3	37.3	--	--	--	38.9	6.7	14	0	79	0	15.5
SAINT LOUIS U-MAIN CAMPUS (1)	69.6	47.1	41.3	29.4	--	52.1	2.5	317	30	64	18	10.6
SAINT PAUL SCHL OF THEOLOGY (1)	49.5	+	34.3	--	--	41.0*	6.9	14	29	50	7	7.7
WA U (1)	77.2	52.5	46.7	31.8	--	60.4*	--	531	24	64	16	13.4
WEBSTER U (1)	53.4	41.7	33.2	--	--	41.4*	5.0	112	54	61	10	10.2

MONTANA

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
DAWSON CC (1)	--	--	--	--	27.6	27.6	3.7	21	48	38	0	7.6
DIV OF TECHN OF MT TECH (1)	--	--	--	--	32.1	32.1	--	19	58	84	0	7.8
FLATHEAD VALLEY CC (1)	--	--	--	--	33.4	33.4	3.3	37	30	68	0	7.1
FLATHEAD VLY CC-LINCOLN (1)	--	--	--	--	27.2	27.2*	--	4	25	50	0	6.2
FORT BELKNAP C (1)	--	--	--	--	19.7	19.7	1.8	8	63	50	11	5.8
FORT PECK CC (4)	--	--	--	--	+	+*	--	3	33	--	0	--
HELENA C OF TECH-U OF MT (1)	--	--	--	--	31.0	31.0	--	29	38	69	0	7.8
LITTLE BIG HORN C (1)	--	--	--	--	25.8	25.8	7.0	16	31	0	0	6.5
MILES CC (1)	--	--	--	--	28.2	28.2	0.2	25	52	0	4	10.0
MISSOULA VOCATIONAL TECH CTR (1)	--	--	--	--	33.0	33.0	--	32	44	88	0	7.8
MT STATE U COLL OF TECHN-GREAT FALLS (1)	--	--	--	--	29.6	29.6	--	27	74	74	0	7.5
MT STATE U-BILLINGS C OF TECH (1)	--	--	--	--	27.2	27.2	--	22	32	50	0	7.0
STONE CHILD C (1)	--	--	--	--	29.4	29.4	35.9	9	44	0	0	7.3
BA												
WESTERN MT C-U OF MT (1)	38.8	32.5	29.6	23.5	--	31.5*	--	49	35	37	0	7.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
MT STATE U-BILLINGS (1)	41.3	36.3	29.6	24.2	- -	35.1*	- -	144	38	57	0	8.5
MT STATE U-NORTHERN (1)	40.1	33.7	31.1	- -	- -	33.3*	0.5	78	23	49	1	8.2
MT TECH OF THE U OF MT (1)	47.9	38.7	34.2	29.1	- -	41.9*	0.1	88	13	65	0	9.5
Doctoral												
MT STATE U (1)	49.6	39.7	34.8	27.6	- -	40.0	-0.1	394	30	55	14	8.7
THE U OF MT-MISSOULA (1)	45.8	37.0	33.5	24.1	- -	39.6	1.1	381	26	56	5	8.5
Private Institutions												
AA												
BLACKFEET CC (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DULL KNIFE MEMORIAL C (1)	- -	- -	- -	- -	24.1	24.1*	- -	7	29	0	0	6.8
BA												
CARROLL C (1)	39.3	36.0	30.0	- -	- -	33.6	3.0	64	36	58	0	6.9
ROCKY MOUNTAIN C (1)	37.7	31.0	27.2	26.0	- -	31.3*	- -	42	36	64	0	6.3
SALISH KOOTENAI CC (1)	- -	- -	- -	- -	26.9	26.9	- -	24	46	0	17	6.3
BA+												
C OF GREAT FALLS (1)	39.8	33.9	28.1	24.5	- -	33.3*	16.4	46	33	50	0	8.0
NEBRASKA												
Public Institutions												
AA												
CENTRAL CC AREA (1)	- -	- -	- -	- -	27.4	27.4	5.6	46	65	0	66	9.0
MCCOOK CC (1)	- -	- -	- -	- -	32.8	32.8	- -	25	36	92	4	9.4
METROPOLITAN CC AREA (1)	- -	- -	- -	- -	34.1	34.1	8.3	139	45	0	7	9.4
MID PLAINS CC (1)	- -	- -	- -	- -	36.2	36.2	12.4	34	26	100	39	10.2
NE C OF TECH AGRICULTURE (1)	- -	+	+	19.5	- -	19.5*	6.4	6	100	0	65	7.1
NE INDIAN CC (1)	- -	- -	- -	- -	21.5	21.5	-4.7	11	45	0	0	5.6
NORTHEAST CC (1)	- -	- -	- -	- -	32.1	32.1	1.7	90	28	0	0	11.2
SOUTHEAST CC AREA (1)	- -	- -	- -	- -	29.6	29.6	-1.0	28	54	0	89	9.6
WESTERN NE CC (1)	- -	- -	- -	- -	32.9	32.9	0.2	56	20	0	15	11.7
BA+												
CHADRON STATE C (1)	49.3	40.3	32.9	25.6	- -	38.2*	-4.7	99	27	51	0	8.7
PERU STATE C (1)	48.9	38.3	31.4	28.8	- -	37.0*	- -	44	18	50	6	8.5
U OF NE AT KEARNEY (1)	50.7	43.1	36.7	27.7	+	41.0*	- -	309	32	58	0	9.4
WAYNE STATE C (1)	48.6	40.8	32.4	28.7	- -	39.7	2.1	119	37	56	6	9.1
Doctoral												
U OF NE AT LINCOLN (1)	68.2	47.9	41.7	22.2	- -	52.4	0.2	757	23	65	33	11.0
U OF NE AT OMAHA (1)	53.6	46.0	41.6	30.0	- -	46.4*	- -	400	29	65	2	10.1
U OF NE MED CTR (1)	+	35.1	36.8	29.4	- -	35.9*	6.9	85	96	22	53	8.2
Private Institutions												
BA												
C OF SAINT MARY (1)	38.0	33.7	29.5	- -	- -	32.0*	6.6	40	75	0	0	5.8
DANA C (1)	36.6	32.5	28.4	- -	- -	32.2*	5.4	33	33	82	0	6.0
GRACE C OF THE BIBLE (1)	+	32.3	+	- -	- -	32.3*	- -	5	0	0	55	7.0
MIDLAND LUTHERAN C (1)	37.5	+	28.5	25.0	- -	30.5*	1.4	52	37	54	0	6.3
NE CHRISTIAN C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
NE METHODIST C OF NURSING & ALLIED HLTH (1)	- -	39.2	35.4	- -	- -	36.0*	-0.9	25	92	0	11	2.0
NE WESLEYAN U (1)	47.5	39.3	33.2	33.1	- -	40.3*	- -	87	30	57	2	8.5
PLATTE VALLEY BIBLE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
UNION C (1)	32.8	31.2	29.9	- -	- -	31.1	1.8	23	26	26	45	7.8
YORK C (1)	31.6	30.0	23.1	- -	+	27.0*	8.7	32	19	25	0	5.2
BA+												
BELLEVUE U (1)	38.5	33.6	27.5	- -	- -	32.0*	- -	36	33	0	10	6.5
BRYAN MEMORIAL HOSP SCHL OF NURSE ANESTHESIA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
CLARKSON C (1)	+	42.5	38.3	33.9	- -	37.6*	0.8	16	81	0	52	- -
CONCORDIA TEACHERS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
DOANE C (1)	44.9	39.3	33.8	27.7	- -	37.8*	- -	57	35	49	0	8.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
HASTINGS C (1)	44.5	38.0	31.6	--	--	37.2*	5.0	67	22	66	0	8.3
Doctoral												
CREIGHTON U (1)	67.9	47.1	34.4	28.0	--	45.0*	--	258	31	55	29	9.9
NEVADA												
Public Institutions												
AA												
CC OF SOUTHERN NV (1)	46.1	--	--	36.9	--	42.7	7.3	148	35	63	8	7.9
NORTHERN NV CC (1)	33.4	--	--	--	--	33.4	–11	33	42	61	3	6.5
TRUCKEE MEADOWS CC (1)	--	--	--	--	42.4	42.4	0.3	93	46	71	6	8.1
WESTERN NV CC (1)	--	--	--	--	43.9	43.9	2.9	55	42	73	5	8.4
Doctoral												
U OF NV-LAS VEGAS (1)	61.6	49.4	40.9	30.6	--	46.9*	--	544	30	55	8	8.4
U OF NV-RENO (1)	66.4	49.2	39.9	33.7	--	52.1*	--	346	29	65	10	8.2
Private Institutions												
AA												
DEEP SPRINGS C (4)	--	--	--	--	21.8	21.8	--	3	0	--	0	34.7
BA+												
SIERRA NV C (1)	+	35.9	24.0	--	--	29.9*	–15	13	23	0	0	5.6
NEW HAMPSHIRE												
Public Institutions												
AA												
NH TECH C AT BERLIN (1)	37.0	31.9	+	--	--	35.4*	4.6	26	38	0	28	11.0
NH TECH C AT CLAREMONT (1)	37.4	31.7	--	--	--	33.5*	4.7	17	65	0	56	10.9
NH TECH C AT LACONIA (1)	37.8	29.1	+	--	--	33.5*	1.9	19	37	0	41	10.8
NH TECH C AT MANCHESTER (1)	37.7	32.3	+	--	--	36.0*	--	36	39	0	31	11.1
NH TECH C AT NASHUA (1)	37.7	33.0	29.0	--	--	34.3*	--	27	44	0	21	10.9
NH TECH C AT STRATHAM (1)	37.8	+	+	24.3	--	35.7*	0.1	23	61	0	18	11.1
NH TECH INST (1)	37.3	28.5	28.8	--	--	35.4*	1.5	68	56	0	31	11.0
BA												
C FOR LIFELONG LEARNING (1)	--	--	--	--	--	--	--	--	--	--	--	--
U OF NH-MANCHESTER (1)	--	42.7	32.2	--	--	36.1*	7.7	19	32	37	0	10.9
BA+												
KEENE STATE C (1)	52.7	43.3	35.8	29.5	--	43.6*	--	173	38	71	3	12.1
PLYMOUTH STATE C (1)	53.0	41.8	35.1	30.8	+	43.5*	2.7	163	31	69	0	13.5
Doctoral												
U OF NH-MAIN CAMPUS (1)	65.3	49.6	40.7	--	--	53.4*	--	539	31	79	5	13.7
Private Institutions												
AA												
CASTLE C (1)	--	--	--	--	22.6	22.6*	--	5	80	0	44	4.5
WHITE PINES C (1)	--	--	--	--	+	+*	3.9	3	67	0	0	1.6
BA												
COLBY-SAWYER C (1)	44.2	38.7	31.7	--	--	36.5*	--	40	43	30	0	7.9
DANIEL WEBSTER C (1)	46.0	+	35.4	--	--	37.6*	4.5	19	16	0	21	8.9
FRANKLIN PIERCE C (1)	46.3	37.7	32.3	--	--	39.4*	--	68	31	0	0	11.7
MAGDALEN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAINT ANSELM C (1)	51.6	41.4	34.8	--	--	39.8*	4.3	104	34	58	2	9.1
THOMAS MORE C OF LIBERAL ARTS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA+												
FRANKLIN PIERCE LAW CTR (1)	77.2	--	--	--	--	77.2*	--	15	13	80	38	15.9
NEW ENGLAND C (1)	41.2	32.0	22.0	--	--	31.4*	–6.3	54	37	11	0	7.9
NH C (1)	54.6	43.7	39.4	32.5	--	47.4*	--	84	31	5	0	14.3
NOTRE DAME C (1)	33.5	28.5	25.1	22.8	--	27.2*	--	37	73	0	5	5.5
RIVIER C (1)	46.7	35.9	35.4	34.4	--	37.5	3.0	53	57	49	21	7.6
Doctoral												
ANTIOCH NEW ENGL GRAD SCHL-NH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DARTMOUTH C (1)	80.5	54.8	45.0	33.3	--	62.7*	--	361	28	65	0	16.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NEW JERSEY												
Public Institutions												
AA												
ATLANTIC CC (1)	56.9	51.1	41.5	- -	- -	48.6*	- -	73	47	74	0	13.4
BERGEN CC (1)	71.8	60.6	46.3	32.4	- -	55.2	2.9	229	48	76	0	12.8
BROOKDALE CC (1)	65.9	50.2	42.5	34.3	- -	51.1	6.6	186	51	71	0	24.9
BURLINGTON COUNTY C (1)	58.5	57.5	47.0	35.1	- -	52.9	3.3	70	36	93	0	16.0
CAMDEN COUNTY C (1)	66.4	60.3	44.7	- -	- -	53.1*	- -	112	43	71	11	17.1
COUNTY C OF MORRIS (1)	63.5	53.9	45.7	36.9	- -	54.1	8.6	192	44	83	0	14.9
CUMBERLAND COUNTY C (1)	+	49.5	40.5	31.9	- -	44.3*	4.2	40	38	75	5	14.0
ESSEX COUNTY C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
GLOUCESTER COUNTY C (1)	61.4	58.9	55.3	44.8	- -	56.2	5.6	70	34	91	0	17.5
HUDSON COUNTY CC (1)	47.2	41.3	40.7	31.6	- -	36.2*	- -	49	39	55	0	12.3
MERCER COUNTY CC (1)	58.6	49.9	40.0	33.7	- -	49.3	1.8	107	39	88	11	14.5
MIDDLESEX COUNTY C (1)	68.3	59.9	51.0	38.0	- -	54.0	4.3	211	46	80	0	14.0
OCEAN COUNTY C (1)	67.7	60.0	42.6	33.9	- -	50.2	5.4	120	48	70	0	14.1
PASSAIC COUNTY CC (1)	63.2	48.9	39.9	29.0	- -	43.1*	- -	65	66	66	0	12.2
RARITAN VALLEY CC (1)	61.0	51.9	43.4	30.3	- -	47.4	3.1	91	52	75	0	12.4
SALEM CC (1)	+	53.4	42.3	36.9	+	41.0*	6.9	27	56	85	0	12.4
SUSSEX COUNTY CC (1)	- -	- -	34.8	27.9	- -	32.5*	- -	35	51	6	0	9.0
UNION COUNTY C (1)	64.3	51.3	40.3	31.0	- -	49.2	4.7	173	50	82	0	11.6
WARREN COUNTY CC (1)	- -	+	28.5	25.6	- -	26.9*	- -	15	53	27	0	4.3
BA												
RAMAPO C OF NJ (1)	72.1	57.7	45.0	- -	- -	59.4*	- -	134	33	78	1	13.8
THE RICHARD STOCKTON C OF NJ (1)	73.1	57.1	42.7	34.0	- -	55.8*	- -	176	36	69	0	9.6
BA+												
JERSEY CITY STATE C (1)	72.2	58.2	44.6	37.9	- -	56.4*	- -	232	43	72	0	13.6
KEAN C OF NJ (1)	71.5	57.7	47.3	- -	- -	59.1*	- -	338	42	79	0	14.1
MONTCLAIR STATE U (1)	72.2	58.5	46.4	36.5	- -	59.5	12.0	419	38	82	0	15.6
ROWAN C OF NJ (1)	73.0	58.6	44.9	32.8	- -	56.5*	- -	295	33	78	0	13.0
RUTGERS U-CAMDEN (1)	93.3	69.4	54.6	38.7	- -	71.1*	- -	188	29	66	9	17.6
TRENTON STATE C (1)	72.2	58.3	46.8	- -	- -	58.2	11.1	306	36	71	1	14.1
WILLIAM PATERSON C OF NJ (1)	72.6	58.4	45.2	37.6	- -	59.3	10.8	306	38	74	0	15.1
Doctoral												
NJ INST OF TECHNOLOGY (1)	85.6	68.3	56.3	32.0	42.2	65.9*	- -	298	13	59	9	17.8
RUTGERS U-NEW BRUNSWICK (1)	92.9	65.6	51.1	39.0	60.8	73.8*	- -	1,109	26	93	20	18.0
RUTGERS U-NEWARK (1)	97.2	69.3	54.6	43.0	59.6	73.2*	- -	325	36	68	15	17.9
U OF MEDICINE & DENTISTRY OF NJ (1)	- -	50.3	49.3	- -	- -	49.6*	- -	25	84	0	87	14.8
Private Institutions												
AA												
OVERLOOK HOSP SCHL OF RADIOGRAPHY (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ST FRANCIS MED CTR SCHL OF NURS (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
BA												
BLOOMFIELD C (1)	50.7	45.7	36.7	33.5	- -	42.0*	- -	52	46	42	0	10.8
CENTENARY C (1)	+	32.1	27.7	24.0	- -	28.3*	9.1	36	67	25	8	6.7
RABBINICAL C OF AMERICA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TALMUDICAL ACAD-NJ (1)	15.3	- -	- -	- -	- -	15.3	0.0	4	0	0	0	13.0
BA+												
CALDWELL C (1)	45.5	40.3	32.4	27.9	- -	36.4*	4.0	54	56	39	0	7.6
C OF SAINT ELIZABETH (1)	48.4	43.2	35.9	- -	- -	41.6*	11.8	48	88	54	2	6.3
FELICIAN C (1)	+	37.1	32.5	31.9	- -	33.9*	- -	44	57	0	0	7.2
GAN COURT C (1)	51.0	43.8	37.4	32.0	- -	41.6*	- -	77	64	30	0	8.9
MONMOUTH C (1)	64.5	52.7	41.2	27.4	- -	50.6	-3.2	142	32	59	0	14.6
NEW BRUNSWICK THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
RIDER U (1)	60.3	52.5	48.9	- -	+	54.0*	-3.5	200	38	76	14	12.9
SAINT PETERS C (1)	49.1	40.3	33.3	- -	- -	42.9*	4.6	111	26	77	0	11.1
UPSALA C (4)	46.3	40.6	30.8	28.5	- -	35.8*	- -	53	45	- -	0	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
DREW U (1)	63.3	45.6	37.5	36.2	--	52.2*	1.6	124	41	71	0	13.1
FAIRLEIGH DICKINSON U-ALL CAMP (1)	54.2	45.6	42.2	28.2	--	46.7	2.6	254	26	65	14	13.5
PRINCETON THEOL SEM (1)	77.3	55.2	43.1	--	--	64.1	2.7	46	28	78	0	24.3
PRINCETON U (1)	98.2	58.2	45.1	40.6	--	75.9	1.4	712	22	65	0	17.4
SETON HALL U (1)	74.6	57.0	40.9	34.1	49.2	55.6	0.2	342	33	61	1	12.4
STEVENS INST OF TECHNOLOGY (1)	67.0	53.7	44.4	--	--	58.3*	6.0	133	9	59	0	14.5
NEW MEXICO												
Public Institutions												
AA												
ALBUQUERQUE TECH/VOC INST (1)	--	--	--	--	22.3	22.3	-16	28	75	0	91	5.7
CLOVIS CC (1)	--	--	--	--	29.4	29.4	-1.7	38	55	11	17	8.0
EASTERN NM U-ROSWELL CAMPUS (1)	--	--	+	30.5	--	30.5*	--	43	60	51	16	7.0
INST OF AMERICAN INDIAN ARTS (1)	28.4	--	--	--	--	28.4	24.2	47	43	0	0	5.6
NM JR C (4)	--	--	--	--	33.4	33.4	--	57	35	--	0	6.0
NM MILITARY INST (1)	44.8	36.8	33.3	27.3	--	34.8	5.5	65	31	57	13	8.7
NM STATE U-ALAMOGORDO (1)	43.6	+	30.5	27.5	--	29.6*	3.7	46	43	28	0	6.8
NM STATE U-CARLSBAD (1)	+	35.8	31.6	30.1	--	32.8*	3.9	25	48	44	0	7.8
NM STATE U-DONA ANA (1)	+	34.0	28.3	27.2	--	28.7*	5.0	46	54	37	28	6.9
NM STATE U-GRANTS (1)	+	+	26.8	24.9	--	25.7*	4.5	12	50	25	0	6.5
NORTHERN NM CC (1)	--	--	--	--	30.6	30.6	17.9	45	56	24	0	7.7
SAN JUAN C (1)	+	36.8	35.5	34.1	--	35.1*	5.0	61	41	0	0	9.9
SANTA FE CC (1)	--	--	--	--	30.8	30.8	-20	22	55	0	49	6.8
U OF NM-GALLUP BRANCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
U OF NM-VALENCIA CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
EASTERN NM U-MAIN CAMPUS (1)	51.9	40.0	33.8	30.5	--	37.8	4.9	144	41	42	0	9.0
NM HIGHLANDS U (1)	46.9	37.3	31.4	--	32.2	36.5*	--	118	39	41	0	9.1
WESTERN NM U (1)	44.7	32.5	27.1	18.6	--	32.8*	--	90	42	46	4	7.9
Doctoral												
NM INST OF MINING & TECHNOLOGY (1)	56.1	45.1	40.9	--	--	47.2*	4.8	91	8	68	10	11.0
NM STATE U-MAIN CAMPUS (1)	55.8	45.6	38.3	24.0	--	44.7	4.1	451	30	53	23	9.9
U OF NM-MAIN CAMPUS (5)	62.4	46.3	39.7	32.4	--	50.1	7.4	810	33	69	3	10.0
Private Institutions												
BA												
C OF THE SOUTHWEST (1)	--	+	28.3	--	--	28.3*	--	15	47	0	0	3.3
NAZARENE INDIAN BIBLE C (1)	+	--	--	--	--	+*	--	1	0	0	80	--
BA+												
C OF SANTA FE (1)	35.2	35.5	29.4	--	--	33.8	-0.4	49	29	55	13	4.5
ST JOHN'S C (1)	--	--	--	--	43.3	43.3	-1.9	50	20	56	0	15.6
NEW YORK												
Public Institutions												
AA												
ADIRONDACK CC (1)	49.4	37.4	29.0	--	--	37.4*	0.2	96	41	78	0	19.8
BROOME CC (1)	57.7	51.4	40.0	--	--	51.0*	8.0	159	37	87	0	13.8
CAYUGA COUNTY CC (1)	51.9	39.5	35.4	--	--	49.2*	9.9	52	35	96	4	11.9
CLINTON CC (1)	44.6	41.6	29.8	26.1	--	34.8*	--	45	47	49	0	10.7
COLUMBIA-GREENE CC (1)	53.2	42.6	37.2	--	--	43.6*	7.2	44	43	84	8	12.6
CORNING CC (1)	54.8	41.0	33.1	25.9	--	45.2*	--	115	35	75	1	11.0
CUNY BOROUGH OF MANHATTAN CC (1)	74.2	54.6	45.4	37.8	--	56.6	3.3	296	50	66	0	--
CUNY BRONX CC (1)	75.1	60.2	47.6	41.8	--	59.0*	--	215	40	66	0	--
CUNY HOSTOS CC (1)	74.4	57.9	46.7	43.1	--	54.4	2.6	152	51	56	0	--
CUNY KINGSBOROUGH CC (1)	75.0	61.5	45.8	43.5	--	59.2*	--	248	42	70	0	--
CUNY LA GUARDIA CC (1)	70.5	56.2	42.5	40.9	--	54.4	2.6	237	58	55	0	--
CUNY QUEENSBOROUGH CC (1)	75.2	61.6	52.0	45.3	--	66.0*	--	277	38	88	0	--
DUTCHESS CC (1)	55.4	46.8	38.5	31.3	--	43.6	0.4	135	47	70	0	14.1
ERIE CC-CITY CAMPUS (1)	50.8	44.1	38.7	29.9	--	41.7	5.8	113	48	90	0	12.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ERIE CC-NORTH CAMPUS (1)	52.3	45.5	39.2	29.7	--	44.9	5.3	216	48	91	0	13.1
ERIE CC-SOUTH CAMPUS (1)	50.8	45.7	36.5	29.4	--	43.9*	--	101	43	90	0	12.9
FINGER LAKES CC (1)	51.1	40.2	35.0	29.1	--	40.5	5.7	100	40	82	0	12.4
FULTON-MONTGOMERY CC (1)	52.6	44.6	35.4	28.8	--	42.7	1.4	54	35	80	0	11.5
GENESEE CC (1)	50.4	44.8	34.6	26.3	--	44.3*	--	80	46	0	0	13.4
HERKIMER COUNTY CC (1)	44.4	35.1	27.9	24.0	--	33.8*	--	84	40	80	0	12.2
HUDSON VALLEY CC (1)	56.6	45.7	38.9	29.5	--	44.9	5.1	271	42	82	0	12.1
JAMESTOWN CC (5)	49.3	39.2	32.6	29.8	--	40.3	5.0	108	41	83	0	14.2
JAMESTOWN CC-CATTARAUGUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
JEFFERSON CC (1)	56.2	40.1	34.9	29.7	--	39.5	−2.6	72	47	58	0	10.5
MOHAWK VALLEY CC (5)	48.8	40.9	33.8	25.5	--	37.0	4.2	152	36	79	0	11.4
MOHAWK VALLEY CC ROME BRANCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
MONROE CC (1)	61.6	49.3	41.2	34.4	--	50.7*	--	274	38	83	3	15.0
NASSAU CC (1)	79.9	62.9	54.1	45.6	--	66.3	6.1	517	42	83	0	23.1
NIAGARA COUNTY CC (1)	58.1	50.0	42.3	33.2	--	48.2	5.7	152	43	80	1	13.0
NORTH COUNTRY CC (5)	50.3	44.1	34.2	24.0	--	41.5*	8.0	40	38	80	5	14.1
NORTH COUNTRY CC-MALONE (2)	--	--	--	--	--	--	--	--	--	--	--	--
NORTH COUNTRY CC-TICONDEROGA (2)	--	--	--	--	--	--	--	--	--	--	--	--
ONONDAGA CC (1)	53.4	45.9	39.9	34.4	--	46.4*	--	168	45	90	0	16.0
ORANGE COUNTY CC (1)	56.5	47.2	41.4	31.4	--	43.8	0.7	152	49	73	0	15.5
ROCKLAND CC (1)	59.4	46.7	39.4	35.8	--	50.1*	--	149	51	77	0	15.4
SCHENECTADY COUNTY CC (1)	48.9	35.0	27.6	--	+	38.8*	3.3	60	40	0	0	12.6
SUFFOLK COUNTY CC-AMMERMAN (1)	62.7	46.8	37.4	32.4	--	55.9	5.2	250	39	87	0	15.8
SUFFOLK COUNTY CC-EASTERN (1)	60.2	44.2	37.6	--	--	49.6*	8.6	41	41	71	0	14.4
SUFFOLK COUNTY CC-WESTERN (1)	58.2	46.6	40.8	35.0	--	50.2	6.6	88	40	74	0	14.8
SULLIVAN COUNTY CC (1)	45.5	38.9	33.4	--	--	41.4*	--	60	32	85	0	13.3
SUNY C OF AGRI & TECH-MORRISVILLE (1)	51.9	40.3	33.6	30.4	--	41.5*	--	114	36	68	4	11.3
SUNY C OF TECHNOLOGY AT CANTON (1)	49.4	40.3	35.8	27.5	--	42.9*	--	85	28	79	0	11.4
SUNY C OF TECHNOLOGY AT DELHI (1)	48.9	40.9	31.5	28.2	--	39.0	1.7	111	24	62	0	10.9
SUNY ULSTER COUNTY CC (1)	51.1	42.9	37.7	31.4	--	43.7	4.0	69	42	81	0	14.3
SUNY WESTCHESTER COMMMUNITY C (1)	69.6	61.0	50.0	--	--	58.9*	--	168	40	83	0	20.8
TOMPKINS-CORTLAND CC (1)	46.2	36.1	33.4	28.6	--	39.9	8.2	65	48	88	0	12.6
BA												
CUNY MEDGAR EVERS C (1)	73.2	57.5	48.4	45.5	--	57.6*	5.6	108	47	59	0	--
CUNY NY CITY TECH C (1)	75.4	59.8	50.2	46.7	--	60.1*	--	316	40	78	0	--
CUNY YORK C (1)	73.5	62.9	47.1	44.7	--	58.8*	--	153	44	71	0	--
SUNY C AT OLD WESTBURY (1)	62.6	49.5	38.1	33.3	--	49.3*	--	125	49	68	0	13.2
SUNY C OF AGRIC & TECHN AT COBLESKILL (1)	50.6	40.0	36.0	27.9	--	42.0*	--	126	32	78	2	11.4
SUNY C OF TECHNOLOGY AT ALFRED (1)	54.1	45.7	33.8	29.5	--	43.4*	4.4	162	17	64	1	12.1
SUNY C OF TECHNOLOGY AT FARMINGDALE (1)	63.5	54.1	41.3	33.2	--	53.0	16.8	212	33	66	1	13.7
U.S. MERCHANT MARINE ACAD (4)	69.5	57.2	7.5	--	--	49.6*	--	50	12	--	6	--
U.S. MILITARY ACAD (1)	75.5	+	40.7	--	--	63.9*	−7.4	13	31	0	75	9.3
BA+												
CUNY BERNARD M BARUCH C (1)	74.8	60.8	51.3	48.6	--	62.6*	--	452	33	71	0	--
CUNY BROOKLYN C (1)	77.1	62.8	46.7	48.5	--	67.7*	--	554	32	82	0	--
CUNY CITY C (1)	78.1	61.5	50.8	47.9	--	67.9*	--	590	32	75	0	--
CUNY C OF STATEN ISLAND (1)	76.7	63.5	50.1	47.0	--	63.6*	3.3	300	34	82	0	--
CUNY HUNTER C (1)	75.2	60.6	47.4	46.4	--	62.6*	--	578	49	72	0	--
CUNY JOHN JAY C CRIMINAL JUSTICE (1)	75.9	61.1	47.7	45.6	--	62.7	3.2	233	38	76	0	--
CUNY LEHMAN C (1)	77.7	61.6	49.9	48.8	--	64.0*	--	322	40	73	0	--
FASHION INST OF TECHNOLOGY (1)	79.7	63.3	52.8	35.4	--	61.4*	--	181	46	97	0	17.5
QUEENS C (1)	77.2	61.5	48.8	47.6	--	64.4	2.5	613	33	74	0	--
SUNY C AT BROCKPORT (1)	62.9	52.9	41.2	34.8	--	51.5*	--	297	29	75	0	14.2
SUNY C AT BUFFALO (1)	55.9	45.2	37.6	34.7	--	46.5	5.0	419	30	74	1	12.8
SUNY C AT CORTLAND (1)	54.5	42.9	35.9	34.0	--	45.3	4.8	240	30	68	0	12.8
SUNY C AT FREDONIA (1)	58.1	46.2	34.9	28.7	--	47.2	4.7	225	27	67	3	13.2
SUNY C AT GENESEO (1)	56.1	43.4	35.5	34.5	--	41.9	3.5	248	34	53	1	11.8
SUNY C AT NEW PALTZ (1)	61.3	47.9	38.7	30.6	--	47.4*	--	272	36	62	3	13.2
SUNY C AT ONEONTA (1)	56.8	44.7	37.7	30.5	--	46.6*	--	261	33	73	0	13.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene ($)
SUNY C AT OSWEGO (1)	56.1	44.6	35.5	27.6	--	45.5*	2.8	311	30	65	1	12.7
SUNY C AT PLATTSBURGH (1)	55.3	45.8	35.6	30.1	--	45.5*	--	276	32	66	2	12.8
SUNY C AT POTSDAM (1)	55.0	42.4	34.6	31.5	--	43.8	3.3	212	32	63	0	12.3
SUNY C AT PURCHASE (1)	55.9	44.1	36.4	35.3	--	45.1*	--	118	38	71	0	12.9
SUNY EMPIRE STATE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SUNY INST OF TECHN AT UTICA-ROME (1)	55.2	48.3	43.3	37.6	--	46.8*	5.0	87	23	64	0	12.6
SUNY MARITIME C (1)	55.8	46.1	42.1	--	--	50.1*	6.3	46	9	78	0	13.3
Doctoral												
CORNELL U-NY STATE STATUTORY CS (1)	84.5	62.8	55.6	34.4	--	57.9*	--	81	27	43	84	6.4
CUNY GRAD SCHL & U CTR (1)	84.3	62.8	51.1	--	--	81.8*	4.4	119	34	66	0	--
NY STATE C OF CERAMICS AT ALFRED UNIV (1)	69.2	44.6	37.1	--	--	52.1*	--	41	20	98	2	14.4
SUNY AT ALBANY (1)	75.7	53.7	42.1	35.3	--	60.1	4.0	607	27	76	2	16.0
SUNY AT BINGHAMTON (1)	72.6	52.9	42.4	35.6	--	57.2	3.1	470	25	74	0	15.6
SUNY AT BUFFALO (1)	78.5	55.4	44.3	34.5	--	61.7*	--	850	25	72	18	16.2
SUNY AT STONY BROOK (1)	78.3	54.3	43.4	37.3	--	61.7*	--	676	22	70	17	16.1
SUNY C OF ENVIRONMENTAL SCIENCE & FORESTRY (1)	62.0	50.1	39.4	--	--	47.7*	--	54	19	50	52	12.9
SUNY C OF OPTOMETRY (1)	--	+	--	--	--	+*	--	1	0	0	98	--
SUNY HLTH SCI CTR-BROOKLYN (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SUNY HLTH SCI CTR-SYRACUSE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
Private Institutions												
AA												
AMERICAN ACAD OF DRAMATIC ARTS (1)	--	--	--	--	--	--*	--	0	--	--	--	--
ARNOT-OGDEN MED CTR SCHL OF NURSING (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BETH MEDRASH EEYUN HATALMUD (4)	56.1	+	36.2	--	--	42.8*	--	13	38	--	0	--
BRAMSON ORT TECH INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CATHOLIC MED CTR SCHL OF NURS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
COCHRAN SCHL OF NURSING (4)	--	--	--	--	--	--*	--	0	--	--	100	--
EMPIRE STATE BAPTIST SEM (3)	--	--	--	--	--	--*	--	0	--	--	--	--
HELENE FULD SCHL OF NURSING (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LONG ISLAND C HOSP SCHL OF NURS (1)	+	+	47.5	44.6	--	46.0*	--	9	100	0	0	15.9
MARIA C OF ALBANY (1)	32.1	29.8	23.6	21.9	--	24.9*	0.0	28	86	36	0	3.9
MATER DEI C (1)	+	+	26.5	25.4	--	25.6*	--	25	64	0	0	3.9
MILLARD FILLMORE HOSP SCHL OF NURSING (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PAUL SMITHS C OF ARTS & SCIENCE (1)	37.5	31.9	25.7	20.3	--	29.9	2.1	57	35	0	11	4.7
PHILLIPS BETH ISRAEL SCHL OF NURS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAGE JR C OF ALBANY (3)	--	--	--	--	--	--	--	--	--	--	--	--
ST ELIZABETH HOSP SCHL OF NURS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SARA SCHENIRER TEACHERS SEM (4)	--	--	--	--	12.0	12.0	--	56	82	--	0	1.1
TROCAIRE C (1)	31.7	27.8	26.4	24.7	--	27.0*	6.5	38	89	0	5	6.1
VILLA MARIA C BUFFALO (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
ALBANY C OF PHARMACY (1)	56.0	+	38.5	--	--	49.2*	5.2	22	23	59	29	11.8
ASSOCIATED BETH RIVKAH SCHLS (1)	--	--	--	--	17.8	17.8	-61	5	100	0	0	4.5
BARNARD C (1)	74.3	53.6	40.5	37.0	33.4	51.3*	--	166	58	38	0	13.9
BORICUA C (4)	--	--	--	--	--	--*	--	0	--	--	100	--
CAZENOVIA C (1)	44.8	36.2	30.0	--	--	34.9	3.2	44	64	50	0	8.9
C OF AERONAUTICS (1)	46.1	42.4	34.1	32.8	--	41.2*	--	59	10	58	0	10.9
CONCORDIA C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CULINARY INST OF AMERICA (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DOMINICAN C OF BLAUVELT (1)	48.8	41.0	37.4	31.8	+	37.7*	3.0	48	69	48	0	7.4
HAMILTON C (1)	67.2	50.7	40.1	36.0	--	51.5*	--	149	36	56	0	13.5
HARTWICK C (1)	51.8	43.3	34.8	--	--	44.7	6.4	102	34	67	1	9.9
HILBERT C (1)	33.0	30.6	29.1	27.2	--	29.6*	--	31	58	0	0	5.8
HOBART WILLIAM SMITH CS (1)	62.9	48.3	36.4	--	--	52.4*	3.6	136	38	76	0	12.8
HOUGHTON C (1)	38.7	33.8	28.6	--	--	35.0*	--	78	27	58	0	10.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KEUKA C (1)	41.5	33.2	27.8	25.5	--	33.4*	--	44	41	55	10	5.8
LONG ISLAND SEM OF JEWISH STUDIES (4)	56.1	44.6	36.2	--	--	44.5*	--	31	39	--	9	--
MARYMOUNT C (1)	42.8	35.3	28.5	--	--	36.4*	1.2	55	60	84	0	9.0
MARYMOUNT MANHATTAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MEDAILLE C (1)	47.0	39.9	30.9	--	--	39.3*	9.8	41	51	56	0	7.6
MERCY C-BRONX BRANCH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-WHITE PLAINS BRANCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-YORKTOWN HGHTS (2)	--	--	--	--	--	--	--	--	--	--	--	--
NY SCHL OF INTERIOR DESIGN (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NORTHEAST CTR FOR JUDAIC STUDIES (4)	+	--	--	--	--	+*	--	1	0	--	0	--
RABBINICAL C BOBOVER YESHIVA BNEI ZION (1)	9.2	--	--	--	12.1	9.7	3.4	16	0	100	0	7.1
RABBINICAL C OF LONG ISLAND (1)	21.6	--	--	--	--	21.6	28.9	4	0	100	0	8.9
SAINT JOSEPHS C-MAIN CAMPUS (5)	52.3	42.1	37.2	27.3	--	39.4	6.5	84	64	24	1	8.2
SAINT JOSEPHS C-SUFFOLK CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SIENA C (1)	52.2	44.0	36.6	--	--	44.7	3.0	149	30	77	0	14.7
ST FRANCIS C (1)	57.7	49.0	36.2	29.3	--	46.8	4.9	56	36	43	0	13.5
TALMUDICAL SEM OF OHOLEI TORAH (1)	10.7	--	--	--	--	10.7	–26	11	0	0	0	24.9
THE KINGS C (4)	38.4	35.8	31.6	31.8	+	33.4*	--	39	26	--	0	--
UTICA C OF SYRACUSE U (1)	48.1	39.0	34.3	--	--	39.9	–0.6	106	34	75	0	13.3
WADHAMS HALL SEM C (1)	--	--	--	--	--	--	--	--	--	--	--	--
WEBB INST OF NAVAL ARCHITECTURE (1)	64.4	--	+	--	--	64.4*	–3.2	8	25	13	0	12.3
WELLS C (1)	47.2	37.3	33.2	--	--	40.3*	--	45	56	64	0	9.5
YESHIVA & KOLLEL HARBOTZAS TORAH (1)	--	--	--	--	14.1	14.1	–68	3	0	0	0	--
YESHIVA SHAAR HATORAH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA+												
AUDREY COHEN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BANK STREET C OF EDUCATION (1)	--	--	--	--	47.6	47.6	4.3	47	72	0	16	10.3
BARD C (1)	65.8	47.5	37.8	--	--	52.1	–0.2	83	39	60	0	17.3
BETH HATALMUD RABBINICAL C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CANISIUS C (1)	52.6	44.4	33.5	--	--	43.7	–0.2	202	22	70	0	10.3
CATH MED CTR SCHL OF MED TECH (3)	--	--	--	--	--	--	--	--	--	--	--	--
CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ (1)	30.5	23.0	--	--	23.8	26.0	–0.3	19	0	63	0	9.1
COLGATE U (1)	71.1	53.4	41.8	33.8	--	56.8*	--	200	31	71	0	14.3
C OF MOUNT SAINT VINCENT (1)	46.8	41.4	34.2	32.9	--	37.9*	6.5	64	67	55	0	8.1
C OF NEW ROCHELLE (1)	55.9	46.2	40.4	--	--	46.0	2.8	70	63	71	0	12.0
C OF SAINT ROSE (1)	48.3	43.0	35.5	31.3	--	39.6	5.8	135	54	55	0	8.7
COOPER UNION (1)	72.2	53.8	47.6	--	--	64.1*	--	59	19	80	0	15.8
D'YOUVILLE C (1)	43.2	40.6	34.1	31.1	--	37.4*	--	78	62	49	0	7.7
DAEMEN C (1)	46.4	39.7	34.0	28.5	--	37.8*	4.4	65	43	54	10	11.7
DOWLING C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ELMIRA C (1)	51.1	36.4	32.0	--	--	37.0*	--	59	36	66	5	11.4
GRAD SCHL OF FIGURATIVE ART (1)	--	--	--	--	34.9	34.9*	--	4	25	0	0	7.7
HADAR HATORAH RABBINICAL SEM (4)	56.1	+	36.2	--	--	42.8*	--	13	38	--	0	--
IONA C (4)	61.1	47.5	40.9	29.5	--	47.7*	--	192	32	--	0	13.0
ITHACA C (1)	61.0	48.4	36.7	28.4	--	44.9	1.7	407	38	55	0	12.9
LE MOYNE C (1)	58.1	46.8	40.3	21.6	--	47.1	5.8	124	32	69	0	12.4
LONG ISLAND U-BRENTWOOD (2)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-ROCKLAND CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-SOUTHAMPTON C (2)	--	--	--	--	--	--	--	--	--	--	--	--
MANHATTAN C (1)	59.1	50.0	39.8	--	--	49.9*	--	168	24	76	0	13.4
MANHATTANVILLE C (1)	52.2	38.2	34.7	--	--	43.5*	2.9	58	50	67	0	11.9
MARIST C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MARYKNOLL SCHL OF THEOLOGY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MERCY C-MAIN CAMPUS (5)	54.6	40.3	38.4	20.5	--	45.1*	--	132	42	45	10	10.8
MOLLOY C (1)	55.3	44.4	35.9	29.6	--	38.5*	--	125	84	51	0	10.5
MOUNT SAINT MARY C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NAZARETH C OF ROCHESTER (1)	52.9	43.2	35.6	--	--	44.7	4.8	100	50	69	4	11.4
NY INST OF TECHN-CENTRAL ISLIP (1)	57.6	56.1	41.8	--	--	51.7*	2.5	25	28	60	0	17.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NY INST OF TECHN-MANHATTAN (1)	58.4	50.7	41.7	--	--	52.3*	3.0	64	17	59	0	16.2
NIAGARA U (1)	52.7	44.7	38.3	--	--	46.1*	--	112	35	78	0	9.4
NYACK C (1)	37.5	32.3	30.2	24.0	--	32.5*	--	43	28	33	0	7.8
OHR SOMAYACH TANENBAUM EDUCATIONAL CTR (3)	--	--	--	--	--	--*	--	0	--	--	--	--
PACE U-PLEASANTVILLE BRIARCLIFF (2)	--	--	--	--	--	--	--	--	--	--	--	--
PACE U-WHITE PLAINS (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRATT INST-MAIN (1)	42.8	38.4	32.8	--	--	40.3	-0.8	78	21	78	30	10.8
RABBINICAL ACAD MESIVTA RABBI CHAIM BERLIN (4)	56.1	45.4	36.2	--	--	44.4*	--	15	33	--	0	--
RABBINICAL C OF BETH SHRAGA (1)	--	--	--	--	--	--*	--	0	--	--	100	--
RABBINICAL C OF CH'SAN SOFER NY (1)	35.0	--	--	--	--	35.0	--	4	0	100	50	--
RABBINICAL SEM OF ADAS YEREIM (1)	29.5	--	--	--	--	29.5	136	6	0	83	0	1.9
ROBERTS WESLEYAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
RUSSELL SAGE C (1)	47.6	40.3	34.9	21.2	--	39.1	3.7	169	62	65	0	9.7
SAINT BONAVENTURE U (1)	47.2	36.1	35.8	--	--	40.4	-4.9	109	18	87	0	8.6
SAINT JOHN FISHER C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAINT THOMAS AQUINAS C (1)	51.6	41.8	38.2	--	--	43.2*	1.3	63	43	68	0	9.8
SARAH LAWRENCE C (1)	64.0	48.7	40.3	--	+	55.6*	--	71	42	65	0	13.5
SKIDMORE C (1)	66.3	50.7	40.1	33.3	--	50.8	2.4	167	40	65	0	14.8
ST BERNARDS INST (1)	+	+	+	--	--	+*	-3.4	4	25	75	0	5.3
ST LAWRENCE U (1)	63.2	48.3	37.0	--	--	50.6*	--	149	30	72	0	13.8
SUNBRIDGE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
THE C OF INSURANCE (1)	68.2	48.2	+	--	--	54.8*	1.3	13	15	77	0	16.6
TOURO C (1)	78.0	60.8	35.0	22.2	--	37.4	-0.5	245	46	7	0	6.5
UNITED TALMUDICAL ACAD (4)	56.1	45.4	36.2	--	--	44.1*	--	19	37	--	0	--
VASSAR C (1)	69.7	53.8	41.2	39.2	--	53.5	3.0	216	41	60	0	15.1
WAGNER C (1)	45.9	38.5	35.8	29.3	--	38.5	4.3	75	39	52	0	10.1
YESHIVA BAIS YISROEL (3)	--	--	--	--	--	--*	--	0	--	--	--	--
Doctoral												
ADELPHI U (4)	65.9	52.4	43.5	--	--	55.0	--	256	36	--	4	--
ALFRED U (1)	54.2	44.3	35.9	31.2	--	45.7	4.2	115	29	66	0	10.6
BAIS MEDRASH ELYON (4)	56.1	45.4	36.2	--	--	44.4*	--	15	33	--	0	--
CLARKSON U (1)	69.9	51.4	49.4	36.5	--	56.0*	--	157	13	67	0	14.7
COLGATE ROCHESTER-BEXLEY-CROZER (1)	44.6	+	+	--	--	44.6*	--	10	40	70	0	9.6
COLUMBIA U IN THE CITY OF NY (1)	90.8	58.1	46.3	43.0	--	70.0*	--	931	25	51	62	26.5
CORNELL U-ENDOWED CS (1)	80.4	57.6	48.9	34.9	--	64.2	2.4	909	23	68	1	16.7
FORDHAM U (1)	76.1	59.6	44.7	38.9	--	60.9*	3.1	500	31	68	0	17.0
GENRL THEOL SEM (1)	43.9	+	+	--	--	43.9*	--	12	33	67	0	44.7
HEBREW UNION C-JEWISH INST OF RELIGION (4)	--	--	--	--	--	--*	--	0	--	--	100	--
HOFSTRA U (1)	78.2	58.1	48.9	37.5	--	61.8	6.1	402	29	63	0	15.9
JEWISH THEOL SEM OF AMERICA (4)	--	--	--	--	--	--*	--	0	--	--	100	--
LONG ISLAND U-BROOKLYN CAMPUS (5)	66.3	53.8	42.8	35.4	36.8	55.0	3.7	559	35	60	0	16.7
LONG ISLAND U-C W POST CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
MACHZIKEI HADATH RABBINICAL C (1)	--	--	--	--	10.4	10.4	4.6	7	0	100	0	17.7
MANHATTAN SCHL OF MUSIC (4)	--	--	--	--	29.9	29.9	--	63	32	--	0	--
MESIVTA TORAH VODAATH RABBINICAL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
MESIVTHA TIFERETH JER AMR (1)	23.4	--	--	23.4	--	23.4	20.9	9	0	100	0	15.7
MIRRER YESHIVA CENT INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NEW SCHL FOR SOCIAL RESEARCH (1)	79.1	61.4	43.9	49.7	43.9	55.8*	--	114	34	25	11	15.2
NY I OF TECHN-OLD WESTBURY (1)	59.3	49.2	41.9	29.8	--	49.9*	--	137	26	68	0	16.8
NY THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NY U (1)	93.5	62.9	53.4	39.1	44.4	72.7	3.9	1,165	31	62	8	23.6
PACE U-NY (5)	74.9	56.5	45.0	--	--	63.3*	2.9	441	36	80	0	16.3
POLYTECH U (1)	65.1	51.0	46.0	28.6	49.5	54.8	-2.3	176	13	61	0	11.0
RABBINICAL SEM OF AMERICA (1)	--	--	--	--	--	--*	--	0	--	--	100	--
RABBINICAL SEM OF M'KOR CHAIM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
RENSSELAER POLYTECH INST (1)	77.3	55.2	49.9	--	--	65.9	3.8	331	13	81	1	14.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ROCHESTER INST OF TECHNOLOGY (1)	56.5	47.2	41.1	34.7	- -	46.6	0.9	636	28	74	5	12.6
ROCKEFELLER U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SAINT JOHNS U-NY (4)	74.6	54.0	44.4	39.5	- -	56.3	- -	563	25	- -	8	- -
ST VLADIMIRS ORTHODOX THEOL SEM (4)	37.3	+	- -	- -	- -	37.3*	- -	6	0	- -	0	- -
SH'OR YOSHUV RABBINICAL C (1)	20.4	- -	- -	- -	- -	20.4	1.2	7	0	100	0	37.7
SYRACUSE U-MAIN CAMPUS (1)	65.9	49.1	40.5	33.9	- -	54.1*	- -	853	26	70	2	17.9
TEACHERS C AT COLUMBIA U (1)	72.8	54.7	41.2	28.7	- -	58.5	-6.5	137	51	65	0	17.7
THE JUILLIARD SCHL (1)	- -	- -	- -	- -	50.2	50.2	11.0	48	27	0	0	12.9
UNION C (1)	64.7	51.8	40.9	36.3	- -	52.5*	- -	171	28	48	0	15.5
UNION THEOL SEM (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF ROCHESTER (1)	76.9	53.4	45.2	40.6	- -	62.6*	- -	502	23	70	0	12.5
YESHIVA MIKDASH MELECH (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
YESHIVA U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
YESHIVATH VIZNITZ (1)	- -	- -	- -	- -	18.0	18.0	-59	14	0	100	0	11.4
YESHIVATH ZICHRON MOSHE (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -

NORTH CAROLINA

Public Institutions

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ALAMANCE CC (1)	- -	- -	- -	- -	27.9	27.9*	- -	10	90	0	87	7.2
ANSON CC (1)	- -	- -	- -	- -	34.2	34.2	7.6	18	44	0	51	8.4
ASHEVILLE BUNCOMBE TECH CC (1)	- -	- -	- -	- -	30.0	30.0	9.2	19	63	0	79	7.8
BEAUFORT COUNTY CC (1)	- -	- -	- -	- -	28.1	28.1	8.4	12	67	0	69	7.4
BLADEN CC (1)	- -	- -	- -	- -	36.0	36.0	43.2	23	52	0	0	8.4
BLUE RIDGE CC (1)	- -	- -	- -	- -	28.2	28.2*	- -	4	75	0	92	6.5
BRUNSWICK CC (1)	- -	- -	- -	- -	+	+*	- -	1	0	0	96	- -
CALDWELL CC & TECH INST (1)	- -	- -	- -	- -	26.7	26.7	4.4	24	83	0	66	4.9
CAPE FEAR CC (1)	- -	- -	- -	- -	28.9	28.9	-0.4	31	68	0	63	6.7
CARTERET CC (1)	- -	- -	- -	- -	32.0	32.0*	- -	11	82	0	73	7.7
CATAWBA VALLEY CC (1)	- -	- -	- -	- -	30.2	30.2*	- -	6	83	0	94	7.4
CENTRAL CAROLINA CC (1)	- -	- -	- -	- -	30.8	30.8	16.4	31	61	0	69	7.5
CENTRAL PIEDMONT CC (1)	- -	- -	- -	- -	29.3	29.3	-0.7	38	76	0	83	7.5
CLEVELAND CC (1)	- -	- -	- -	- -	28.8	28.8*	- -	5	40	0	90	6.8
COASTAL CAROLINA CC (1)	- -	- -	- -	- -	26.3	26.3	12.8	23	61	0	79	6.8
C OF THE ALBEMARLE (1)	- -	- -	- -	- -	27.6	27.6	7.0	21	76	0	63	6.9
CRAVEN CC (1)	- -	- -	- -	- -	35.1	35.1	24.2	19	42	0	67	8.5
DAVIDSON COUNTY CC (1)	- -	- -	- -	- -	32.6	32.6	5.7	30	63	0	54	7.9
DURHAM TECH CC (1)	- -	- -	- -	- -	30.6	30.6	5.5	49	61	0	54	7.5
EDGECOMBE CC (1)	- -	- -	- -	- -	33.4	33.4*	- -	11	91	0	85	3.3
FAYETTEVILLE TECH CC (1)	- -	- -	- -	- -	32.3	32.3*	- -	12	92	0	94	6.1
FORSYTH TECH CC (1)	- -	- -	- -	- -	26.2	26.2	2.3	37	59	0	73	6.0
GASTON C (1)	- -	- -	- -	- -	+	+*	- -	2	100	0	98	- -
GUILFORD TECH CC (1)	- -	- -	- -	- -	34.6	34.6	22.5	73	58	0	59	8.2
HALIFAX CC (1)	- -	- -	- -	- -	29.3	29.3	5.8	12	50	0	80	7.7
HAYWOOD CC (1)	- -	- -	- -	- -	+	+*	9.0	4	50	0	93	6.8
ISOTHERMAL CC (1)	- -	- -	- -	- -	27.9	27.9	11.6	13	62	0	75	6.9
JAMES SPRUNT CC (1)	- -	- -	- -	- -	+	+*	-5.6	3	67	0	93	7.1
JOHNSTON CC (1)	- -	- -	- -	- -	29.5	29.5	4.5	11	64	0	90	6.9
LENOIR CC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MARTIN CC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MAYLAND CC (1)	- -	- -	- -	- -	25.6	25.6	6.0	32	63	0	0	6.1
MCDOWELL TECH CC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MITCHELL CC (1)	- -	- -	- -	- -	25.8	25.8*	- -	6	83	0	87	6.7
MONTGOMERY CC (1)	- -	- -	- -	- -	23.0	23.0*	- -	4	75	0	85	6.3
NASH CC (1)	- -	- -	- -	- -	26.5	26.5	9.1	7	57	0	87	7.2
PAMLICO CC (1)	- -	- -	- -	- -	31.3	31.3*	- -	8	25	0	27	8.1
PIEDMONT CC (1)	- -	- -	- -	- -	29.6	29.6	7.8	17	41	0	66	8.1
PITT CC (1)	- -	- -	- -	- -	28.5	28.5	14.8	27	67	0	78	6.7
RANDOLPH CC (1)	- -	- -	- -	- -	34.2	34.2	9.7	13	69	0	72	8.3
RICHMOND CC (1)	- -	- -	- -	- -	32.2	32.2	3.2	16	50	0	59	7.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ROANOKE-CHOWAN CC (1)	--	--	--	--	+	+*	--	1	100	0	97	--
ROBESON CC (1)	--	--	--	--	32.7	32.7	7.6	22	59	0	51	7.8
ROCKINGHAM CC (1)	--	--	--	--	29.4	29.4	5.4	12	67	0	79	7.5
ROWAN-CABARRUS CC (1)	--	--	--	--	33.1	33.1	8.1	38	66	0	49	7.6
SAMPSON CC (1)	--	--	--	--	28.6	28.6*	--	4	25	0	92	6.9
SANDHILLS CC (1)	--	--	--	--	37.4	37.4	13.5	44	59	0	56	8.9
SOUTHEASTERN CC (1)	--	--	--	--	29.5	29.5	23.4	9	67	0	87	7.2
SOUTHWESTERN CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
STANLY CC (1)	--	--	--	--	29.1	29.1	12.5	21	76	0	61	6.7
SURRY CC (1)	--	--	--	--	31.7	31.7	13.6	13	62	0	82	8.5
TRI-COUNTY CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
VANCE-GRANVILLE CC (1)	--	--	--	--	25.0	25.0*	--	20	90	0	75	6.0
WAKE TECH CC (1)	--	--	--	--	26.8	26.8	14.7	26	77	0	88	6.3
WAYNE CC (1)	--	--	--	--	30.0	30.0	8.0	22	86	0	78	7.9
WESTERN PIEDMONT CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WILKES CC (1)	--	--	--	--	28.8	28.8	3.5	13	54	0	79	7.2
WILSON TECH CC (1)	--	--	--	--	29.1	29.1	1.2	8	63	0	83	7.2
BA												
ELIZABETH CITY STATE U (1)	49.4	43.7	35.7	--	34.4	43.1*	7.3	98	28	50	4	9.7
WINSTON-SALEM STATE U (1)	50.1	43.8	38.4	33.0	41.7	42.7*	--	127	50	45	18	9.5
BA+												
NC CENTRAL U (1)	59.2	47.8	39.6	39.8	32.6	45.4*	--	245	42	54	9	10.0
NC SCHL OF THE ARTS (1)	--	--	--	--	41.6	41.6	5.5	101	36	0	0	9.3
PEMBROKE STATE U (1)	56.3	42.0	34.5	32.4	28.1	43.1*	--	139	28	50	3	9.6
U OF NC AT ASHEVILLE (1)	56.5	45.4	36.1	35.7	29.5	44.8*	6.9	146	35	60	0	9.7
U OF NC AT CHARLOTTE (1)	59.6	46.9	40.7	30.7	35.7	45.9	5.5	574	33	57	10	9.7
U OF NC AT WILMINGTON (1)	56.8	44.6	38.6	30.1	36.9	44.5*	--	327	34	62	9	9.7
WESTERN CAROLINA U (1)	54.3	46.8	37.8	--	34.6	44.3	6.1	299	33	60	7	9.7
Doctoral												
APPALACHIAN STATE U (1)	52.3	43.7	38.3	29.8	30.3	44.7	5.0	536	31	64	3	9.6
EAST CAROLINA U (1)	58.1	45.0	40.1	30.3	34.0	44.2	5.3	695	33	54	14	9.6
FAYETTEVILLE STATE U (1)	54.0	45.7	40.2	32.3	35.6	42.3*	5.7	158	27	45	21	9.4
NC AGRL & TECH ST UNIV (1)	55.7	47.7	43.2	35.4	39.7	45.4	6.4	324	32	42	18	9.7
NC STATE U AT RALEIGH (1)	71.0	49.9	43.3	31.0	28.6	51.5	5.2	876	23	62	27	10.5
U OF NC AT CHAPEL HILL (1)	72.2	52.2	44.1	36.6	38.8	59.8	7.0	904	27	74	30	11.7
U OF NC AT GREENSBORO (1)	64.5	46.5	39.7	29.3	32.2	45.6	5.3	534	43	56	4	9.7
Private Institutions												
AA												
BREVARD C (1)	33.2	27.0	24.3	21.8	--	26.6*	--	43	42	49	0	5.3
LOUISBURG C (1)	34.4	28.8	26.6	--	--	30.2*	--	31	42	74	0	6.9
LOUISE HARKEY SCHL OF NURSING-CABARRUS MEM HOSP (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PEACE C (1)	38.6	32.3	28.9	--	--	34.7*	1.1	25	76	76	0	7.7
SAINT MARYS C (1)	+	30.7	28.4	23.3	--	28.1*	3.0	29	69	31	0	4.3
BA												
BARBER-SCOTIA C (1)	37.3	32.1	27.0	23.7	--	29.3*	--	36	33	0	0	4.7
BARTON C (1)	36.2	32.8	29.9	--	--	31.9*	4.6	84	50	37	0	6.0
BENNETT C (1)	39.9	37.3	31.4	27.1	--	34.4	6.2	55	60	22	0	5.2
CHOWAN C (1)	39.7	34.1	30.4	29.0	--	32.7*	--	51	51	55	11	6.3
DAVIDSON C (1)	64.7	46.9	36.0	--	--	52.0*	--	133	27	69	0	14.1
EAST COAST BIBLE C (1)	+	+	20.6	--	--	20.6*	8.4	9	67	22	10	3.3
GREENSBORO C (1)	41.5	34.7	33.4	--	--	36.1*	6.8	45	36	38	0	6.9
GUILFORD C (1)	50.5	43.2	34.7	29.9	--	42.4*	2.3	90	37	63	0	10.6
JOHN WESLEY C (1)	+	+	+	--	--	+*	8.1	4	0	0	0	1.6
JOHNSON C SMITH U (1)	40.4	31.4	29.9	26.4	--	31.8*	−3.2	79	29	38	0	8.4
LEES-MCRAE C (1)	+	28.7	23.1	--	--	26.4*	7.1	27	48	11	25	2.2
LIVINGSTONE C (1)	34.0	28.4	25.3	24.2	--	26.5*	--	51	41	20	0	3.5
MARS HILL C (1)	38.9	32.7	29.3	24.6	--	32.8	6.3	77	42	62	1	6.0
METHODIST C (1)	36.5	32.4	27.8	19.4	--	31.0	−2.0	70	43	44	19	6.0
MONTREAT-ANDERSON C (1)	+	31.1	26.5	--	--	29.4*	0.1	25	20	48	0	9.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MOUNT OLIVE C (1)	33.4	32.5	26.8	- -	- -	31.6*	8.5	25	48	0	7	5.4
NC WESLEYAN C (1)	43.0	34.7	30.8	- -	- -	34.7*	7.3	44	27	57	0	6.8
ROANOKE BIBLE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SAINT ANDREWS PRESBYTERIAN C (1)	38.2	30.8	28.5	- -	- -	31.9*	10.5	40	28	73	0	6.7
SAINT AUGUSTINES C (1)	34.0	31.9	26.0	23.1	- -	27.3*	- -	85	46	5	16	5.6
SHAW U (1)	+	30.5	28.8	23.8	- -	27.6*	- -	66	36	5	33	5.5
WINSTON SALEM BIBLE C (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
BA+												
BELMONT ABBEY C (1)	34.7	31.5	28.3	- -	- -	30.8*	- -	45	31	64	0	8.0
CATAWBA C (1)	41.7	33.5	31.3	- -	- -	36.8*	5.7	65	40	68	7	7.9
ELON C (1)	48.1	40.2	34.2	26.3	- -	38.8*	- -	140	36	39	0	8.4
GARDNER-WEBB U (1)	36.6	33.1	29.2	26.8	- -	32.3*	- -	80	51	40	8	6.4
HIGH POINT U (1)	49.9	41.4	34.0	26.1	- -	37.0*	- -	98	33	36	0	8.8
LENOIR-RHYNE C (1)	37.9	32.7	29.2	- -	- -	34.3*	- -	86	41	71	1	8.6
MEREDITH C (1)	46.3	39.4	34.5	32.2	- -	39.6*	- -	101	66	53	0	7.1
PFEIFFER C (1)	38.3	30.0	29.2	22.3	- -	32.7	-3.0	49	35	27	0	7.0
PIEDMONT BIBLE C (1)	- -	- -	- -	- -	+	+*	- -	1	0	0	95	- -
QUEENS C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SALEM C (1)	39.1	36.9	29.9	28.6	- -	34.0	5.0	47	49	43	0	8.9
WARREN WILSON C (1)	- -	- -	- -	- -	25.1	25.1	2.3	47	32	0	0	10.7
WINGATE C (1)	38.4	32.4	31.2	25.5	- -	33.2	3.6	77	39	0	5	7.9
Doctoral												
CAMPBELL U INC (4)	54.5	40.8	34.3	26.4	- -	39.8*	- -	83	35	- -	27	- -
DUKE U (4)	80.5	55.2	46.5	33.1	- -	63.1	- -	576	24	- -	12	- -
SOUTHEASTERN BAPTIST THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
WAKE FOREST U (1)	71.0	54.4	44.4	37.0	- -	57.8*	- -	326	28	66	0	12.7
NORTH DAKOTA												
Public Institutions												
AA												
BISMARCK STATE C (1)	- -	35.7	30.8	25.9	- -	33.0	2.4	59	37	68	28	9.0
FORT BERTHOLD CC (1)	- -	- -	- -	- -	+	+*	- -	2	0	0	75	- -
LITTLE HOOP CC (1)	- -	- -	- -	- -	26.1	26.1	26.5	14	64	0	0	3.0
ND STATE C OF SCIENCE (1)	- -	33.8	31.4	28.5	- -	32.3*	- -	119	29	69	8	9.0
ND STATE U OF BOTTINEAU (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
STANDING ROCK C (1)	- -	- -	- -	- -	26.3	26.3	4.9	10	30	100	0	5.7
TURTLE MOUNTAIN CC (1)	- -	- -	- -	- -	25.5	25.5	1.8	19	53	0	0	5.9
U OF ND-LAKE REGION (1)	+	26.1	32.7	28.1	- -	30.0*	3.9	20	30	45	13	8.6
U OF ND-WILLISTON (1)	- -	+	42.0	30.3	- -	33.0*	8.2	29	31	41	6	9.2
BA												
DICKINSON STATE U (1)	42.3	36.1	31.0	28.2	- -	33.4*	4.9	66	29	41	7	8.5
MAYVILLE STATE U (1)	43.5	+	32.3	- -	- -	35.1*	3.2	37	16	51	0	9.0
VALLEY CITY STATE U (1)	41.4	36.4	31.8	29.4	- -	35.0*	1.5	56	36	59	0	9.2
BA+												
MINOT STATE U (1)	47.0	38.0	37.4	29.6	27.2	37.5*	7.4	167	39	53	12	8.8
Doctoral												
ND STATE U MAIN CAMPUS (5)	47.0	39.9	36.4	25.8	- -	36.5*	- -	314	26	44	42	9.3
U OF ND-MAIN CAMPUS (1)	47.5	39.9	34.7	26.3	- -	39.0	3.1	398	33	53	11	9.7
Private Institutions												
AA												
UNITED TRIBES TECH C (1)	- -	- -	- -	- -	20.9	20.9	2.4	26	65	0	0	5.8
BA												
JAMESTOWN C (1)	38.2	31.8	26.9	- -	- -	31.3*	0.4	51	33	0	0	7.9
MEDCTR ONE C OF NURSING (1)	- -	38.8	40.6	33.9	- -	37.5	0.0	11	100	0	0	5.2
TRINITY BIBLE C (1)	- -	- -	- -	- -	18.9	18.9	3.3	17	35	0	0	5.7
BA+												
U OF MARY (1)	44.3	33.7	31.2	24.9	- -	32.8*	3.6	73	51	0	0	8.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg Bene. ($)
OHIO												
Public Institutions												
AA												
BELMONT TECH C (1)	--	--	--	--	31.4	31.4	–1.5	39	51	0	3	7.8
BOWLING GREEN STATE U-FIRELANDS (1)	52.9	51.0	37.5	31.9	--	41.7*	1.3	37	24	51	0	15.3
CENTRAL OH TECH C (1)	--	--	--	--	32.2	32.2	1.7	44	57	48	2	8.2
CINCINNATI STATE TECH & CC (4)	--	--	--	--	44.4	44.4	--	156	47	--	5	11.9
CLARK STATE CC (4)	42.8	39.9	32.0	28.9	--	35.3	--	55	58	--	0	10.2
COLUMBUS STATE CC (1)	47.4	38.1	32.8	26.2	--	37.0	3.4	188	50	62	0	5.4
CUYAHOGA CC DISTRICT (1)	56.5	52.6	44.1	35.4	--	46.8	3.0	395	47	75	0	11.6
EDISON STATE CC (1)	41.4	34.0	32.0	27.5	--	33.4*	--	43	49	0	0	8.3
HOCKING TECH C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
JEFFERSON TECH C (1)	43.8	40.7	35.5	29.0	--	36.3*	--	40	63	0	0	12.1
KENT STATE U-ASHTABULA (1)	+	51.7	37.0	--	--	39.6*	1.5	26	31	73	0	11.8
KENT STATE U-EAST LIVERPOOL (1)	--	+	32.6	--	--	32.6*	3.6	20	50	40	0	10.1
KENT STATE U-GEAUGA (1)	--	--	+	34.9	--	34.9*	–6.2	8	25	38	0	10.5
KENT STATE U-SALEM (1)	+	42.5	35.3	--	--	36.5*	--	20	35	65	5	10.9
KENT STATE U-STARK (1)	+	49.2	36.0	--	--	41.0*	--	52	33	63	2	11.6
KENT STATE U-TRUMBULL (1)	+	51.3	33.8	--	--	38.3*	1.3	44	25	66	2	11.0
KENT STATE U-TUSCARAWS (1)	+	46.9	35.8	--	--	38.7*	1.9	24	33	71	0	11.4
LAKELAND CC (1)	57.5	53.1	41.8	32.6	--	48.7	1.9	109	41	73	0	12.4
LIMA TECH C (1)	44.9	40.0	32.7	32.2	--	35.1	3.8	64	58	0	12	8.1
LORAIN COUNTY CC (1)	56.0	48.5	36.9	33.8	--	43.8	5.5	96	52	68	0	10.3
MARION TECH C (1)	36.5	33.9	30.9	--	+	33.7*	4.7	31	71	0	6	10.2
MIAMI U-HAMILTON (1)	61.5	47.9	37.7	27.5	--	41.6	1.2	53	57	53	0	11.7
MIAMI U-MIDDLETOWN (1)	53.6	51.1	38.0	26.4	--	41.1*	--	55	51	51	0	11.5
MUSKINGUM AREA TECH C (1)	46.0	39.2	34.8	26.5	--	33.1*	--	45	42	0	0	10.2
NORTH CENTRAL TECH C (1)	40.2	35.9	33.4	33.0	--	34.9*	--	60	50	0	29	10.4
NORTHWEST STATE CC (1)	--	--	--	--	31.5	31.5	–2.0	40	58	90	0	12.5
OH STATE U AGRL TECH INST (1)	--	45.0	41.0	36.3	--	42.2*	5.8	21	14	81	43	10.2
OWENS CC (1)	42.1	34.9	30.2	27.1	--	32.9	0.8	122	43	70	0	10.5
SINCLAIR CC (1)	49.5	39.3	32.9	25.6	--	41.0	1.7	331	51	62	2	9.7
SOUTHERN STATE CC (1)	--	39.9	34.5	29.6	--	34.8*	--	34	38	0	28	9.4
STARK TECH C (1)	--	36.9	31.5	27.1	--	32.0	1.6	89	49	0	14	12.2
TERRA STATE CC (1)	41.3	37.5	33.1	35.8	--	35.9*	2.1	60	32	73	0	13.7
U OF AKRON-WAYNE C (1)	55.6	47.0	36.2	--	--	44.6*	1.5	26	46	54	7	12.0
U OF CINCINNATI-CLERMONT C (1)	49.2	44.9	33.2	--	--	41.8*	4.6	26	54	73	4	12.0
U OF CINCINNATI-WALTERS C (1)	55.0	44.3	31.6	--	--	42.3*	4.6	90	62	79	1	12.5
WA STATE CC (1)	--	--	--	--	29.2	29.2	4.0	38	55	0	16	7.4
WRIGHT STATE U-LAKE CAMPUS (1)	--	+	36.8	--	--	36.8*	0.8	21	10	71	0	10.0
BA												
OH U CHILLICOTHE BRANCH (1)	51.1	42.3	37.6	30.6	--	38.4*	--	31	39	61	0	11.4
OH U EASTERN CAMPUS (1)	+	+	40.8	--	--	40.8*	2.6	17	12	76	0	12.1
OH U ZANESVILLE BRANCH (1)	+	48.1	37.3	31.1	--	42.1*	--	26	46	81	0	12.2
SHAWNEE STATE U (4)	51.7	45.2	39.5	36.4	--	42.9*	--	109	39	--	8	13.2
BA+												
CENTRAL STATE U (4)	55.1	40.5	37.6	34.8	--	40.9*	--	127	26	--	7	11.3
OH STATE U-LIMA CAMPUS (1)	52.0	45.6	35.0	--	--	40.4*	--	41	22	56	5	10.0
OH STATE U-MANSFIELD CAMPUS (1)	41.9	39.4	37.2	--	--	39.0*	--	38	26	68	5	9.9
OH STATE U-MARION CAMPUS (1)	52.5	42.8	34.2	--	--	42.7*	--	24	29	67	4	10.2
OH STATE U-NEWARK CAMPUS (1)	53.9	42.5	36.0	--	--	39.5*	1.5	43	28	58	4	10.0
OH U LANCASTER BRANCH (1)	+	46.4	37.8	--	--	45.3*	5.3	29	24	86	0	12.3
Doctoral												
AIR FORCE INST OF TECHNOLOGY (4)	--	--	--	--	--	--	--	--	--	--	100	--
BOWLING GREEN ST U-MAIN CAM (1)	63.2	49.4	40.1	28.6	--	48.8	2.2	637	30	65	5	17.4
CLEVELAND STATE U (1)	63.0	47.5	40.3	31.1	--	49.6	2.8	484	28	69	6	12.0
KENT STATE U-MAIN CAMPUS (1)	66.5	47.8	40.1	--	--	51.6*	2.2	607	30	78	10	14.1
MED C OF OH (1)	--	42.0	34.9	28.4	--	35.3	–20	32	100	9	91	13.6
MIAMI U-OXFORD (1)	63.6	48.8	38.4	28.1	--	49.5*	--	767	29	66	0	13.9
OH STATE U-MAIN CAMPUS (1)	73.6	50.5	42.8	31.6	--	57.4	4.0	1,608	26	77	18	12.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
OH U MAIN CAMPUS (1)	66.6	50.6	41.2	32.7	--	53.4*	--	693	24	76	0	13.6
U OF AKRON MAIN CAMPUS (1)	58.7	46.0	40.3	33.4	--	49.0	3.5	644	33	76	4	13.0
U OF CINCINNATI-MAIN CAMPUS (1)	68.5	49.4	41.1	30.7	--	55.8*	--	1,061	27	78	4	16.8
U OF TOLEDO (1)	62.7	46.2	38.5	31.1	--	49.5	3.8	533	26	72	10	12.5
WRIGHT STATE U-MAIN CAMPUS (1)	64.9	48.0	38.7	25.7	--	46.5*	--	424	31	62	16	11.1
YOUNGSTOWN STATE U (1)	60.3	45.7	37.1	30.2	--	49.2	2.4	461	30	77	0	13.1
Private Institutions												
AA												
CHATFIELD C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CHRIST HOSP SCHL OF NURSING (1)	--	--	--	--	--	--*	--	0	--	--	100	--
FAIRVIEW GENRL HOSP SCHL OF NURS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
KETTERING C MED ARTS (1)	+	+	--	--	--	+*	13.3	6	67	0	87	9.1
MERIDIA HURON SCHL OF NURSING (1)	--	--	--	--	28.5	28.5	6.6	3	100	0	73	3.9
NORTHWESTERN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
OH VALLEY HOSP SCHL OF NURSING (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PENN-OH C (1)	--	--	--	--	5.8	5.8	-64	10	30	30	0	0.7
ST ELIZABETH HOSP MED CTR SCH OF RAD TECHN (4)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
ALLEGHENY WESLEYAN C (1)	--	--	--	--	+	+*	--	2	50	0	60	--
ANTIOCH C (4)	45.1	35.8	30.8	22.3	+	37.9*	--	65	42	--	0	10.8
ART ACAD OF CINCINNATI (1)	39.1	30.1	+	--	--	33.7*	4.2	16	38	0	0	7.1
BLUFFTON C (1)	40.4	32.9	29.3	--	--	33.9	8.5	49	37	41	4	9.7
CAPITAL U-CLEVELAND CTR (2)	--	--	--	--	--	--	--	--	--	--	--	--
CAPITAL U-DAYTON CTR (2)	--	--	--	--	--	--	--	--	--	--	--	--
CEDARVILLE C (1)	43.3	38.2	31.5	--	--	36.7*	3.2	130	28	50	4	10.6
CINCINNATI C OF MORTUARY SCI (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CIRCLEVILLE BIBLE C (1)	25.8	--	+	--	--	25.8*	0.3	8	25	0	0	6.5
CLEVELAND INST OF ART (1)	--	--	--	--	--	--*	--	0	--	--	100	--
C OF WOOSTER (1)	56.5	41.1	34.5	29.8	--	44.9	-0.0	126	39	65	0	13.9
COLUMBUS C OF ART & DESIGN (1)	38.1	33.4	29.0	25.0	--	29.6*	5.9	60	27	0	9	8.1
DENISON U (1)	57.4	42.6	35.7	--	--	46.3*	--	141	30	64	0	14.3
GOD'S BIBLE SCHL & C (1)	+	+	+	--	--	+*	0.0	6	33	0	25	3.2
HIRAM C (1)	47.0	32.8	38.9	--	--	40.7*	7.7	73	37	66	0	9.6
KENYON C (1)	62.6	44.7	38.9	35.5	--	50.1*	--	126	34	67	0	12.7
LOURDES C (1)	+	33.7	29.3	28.0	--	29.4*	8.2	43	74	0	17	7.7
MARIETTA BIBLE C INC (3)	--	--	--	--	--	--*	--	0	--	--	--	--
MOUNT CARMEL C OF NURSING (1)	--	--	39.4	37.3	--	38.1*	--	25	92	0	0	7.9
MOUNT UNION C (1)	49.2	41.2	33.5	28.8	--	40.1*	--	78	29	59	3	10.6
OH DOMINICAN C (1)	49.4	39.9	32.9	28.4	--	39.0	4.6	53	57	55	0	8.8
OH NORTHERN U (1)	60.6	45.1	38.7	30.9	--	48.8	3.4	187	28	71	0	12.2
OH WESLEYAN U (1)	55.4	39.8	36.2	--	--	46.8*	--	129	33	74	0	18.2
TEMPLE BAPTIST C (4)	+	--	--	--	--	+*	--	1	0	--	0	--
URBANA U (1)	33.3	28.1	24.7	--	--	27.6*	1.2	36	25	56	0	6.4
WILBERFORCE U (1)	+	30.5	26.4	24.5	--	27.6*	-28	45	40	33	10	7.7
WILMINGTON C (1)	42.1	36.6	31.1	--	--	35.1*	--	59	36	54	3	8.1
WITTENBERG U (1)	56.5	43.1	34.8	30.6	--	45.4	3.5	136	32	82	0	13.0
BA+												
ATHENAEUM OF OH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BALDWIN-WALLACE C (1)	54.9	43.2	36.8	--	--	47.6	3.5	140	28	69	7	12.4
CAPITAL U (5)	62.1	42.2	36.5	28.1	--	45.7	3.0	134	45	54	18	12.0
CINCINNATI BIBLE C & SEM (1)	37.6	30.5	22.1	--	--	30.8	3.8	31	23	0	0	5.0
CLEVELAND C OF JEWISH STUDIES (4)	--	--	--	--	--	--*	--	0	--	--	100	--
C OF MOUNT SAINT JOSEPH (1)	49.5	42.1	34.3	29.4	--	36.8	3.4	102	58	19	0	7.1
DEFIANCE C (1)	37.4	33.0	28.2	--	--	32.7*	-1.8	44	27	77	0	7.3
DYKE C (4)	+	27.8	24.0	--	--	25.7*	--	18	44	--	0	4.3
FRANCISCAN U OF STEUBENVILLE (1)	44.8	37.7	31.4	--	--	36.3*	--	90	29	46	0	11.5
FRANKLIN U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
HEIDELBERG C (1)	40.8	33.8	30.3	26.4	--	33.6	1.2	69	30	51	0	7.1
JOHN CARROLL U (1)	61.8	48.8	40.3	31.4	--	48.0	3.3	208	29	61	0	10.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
LAKE ERIE C (1)	30.9	28.4	27.4	24.1	- -	27.9*	4.1	23	43	48	23	7.3
MALONE C (1)	43.1	36.5	32.0	27.7	- -	36.0*	3.9	77	44	42	0	9.9
MARIETTA C (1)	42.8	36.9	29.4	25.1	- -	36.0*	- -	71	25	58	0	11.8
METHODIST THEOL SCHL OH (1)	45.8	+	+	- -	- -	45.8*	-0.5	17	29	71	0	8.4
MOUNT VERNON NAZARENE C (1)	38.4	34.4	30.6	- -	- -	34.1	4.0	52	25	0	4	8.6
MUSKINGUM C (1)	47.4	39.0	31.4	- -	- -	37.7*	7.8	65	29	62	3	11.6
NOTRE DAME C OF OH (1)	+	29.9	27.5	- -	- -	28.5*	- -	23	61	0	0	5.5
OBERLIN C (1)	59.5	46.4	38.2	- -	- -	51.6*	1.3	239	27	77	0	17.2
OTTERBEIN C (1)	49.8	38.2	34.0	32.3	- -	38.6	6.9	128	45	41	0	9.6
PONTIFICAL C JOSEPHINUM (1)	21.6	26.3	26.1	- -	- -	25.6*	- -	21	33	0	0	5.4
THE MCGREGOR SCHL OF ANTIOCH U (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
THE U OF FINDLAY (1)	43.6	39.0	32.4	26.6	- -	34.6	3.0	110	37	52	13	8.0
TIFFIN U (1)	49.7	39.0	31.5	- -	- -	36.6*	-4.0	29	31	0	0	7.9
TRINITY LUTHERAN SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF RIO GRANDE (1)	45.1	40.4	32.5	29.8	- -	37.1	5.3	94	39	62	0	11.3
URSULINE C (1)	43.5	35.7	30.6	26.6	- -	31.4*	- -	67	82	24	0	6.0
WALSH U (1)	42.3	33.9	28.3	- -	- -	35.8*	- -	44	39	68	8	9.0
WINEBRENNER THEOL SEM (1)	41.1	+	- -	- -	- -	41.1*	1.6	7	29	71	0	7.5
XAVIER U (1)	58.7	48.3	38.7	27.5	- -	45.8	1.8	232	39	59	0	11.0
Doctoral												
ASHLAND U (1)	52.1	43.5	34.1	24.9	- -	41.9*	- -	176	40	52	6	7.7
CASE WESTERN RESERVE U (1)	78.4	55.0	48.7	36.9	- -	62.4	4.8	470	28	65	9	14.9
CLEVELAND INST OF MUSIC (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
HEBREW UNION C-JEWISH I OF RELIG (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
RABBINICAL C TELSHE (1)	- -	- -	- -	- -	11.7	11.7	-14	10	0	100	0	12.2
THE UNION INST (5)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
UNITED THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF DAYTON (1)	60.7	48.8	40.1	31.0	- -	49.0	3.5	362	21	67	9	14.9
OKLAHOMA												
Public Institutions												
AA												
CARL ALBERT STATE C (1)	- -	- -	- -	- -	32.2	32.2	2.5	25	40	0	22	7.1
CONNORS STATE C (1)	- -	- -	- -	- -	32.3	32.3	-7.2	42	50	0	13	8.2
EASTERN OK STATE C (1)	- -	- -	- -	- -	34.0	34.0	5.8	43	47	65	2	7.5
MURRAY STATE C (1)	+	- -	28.9	29.3	- -	29.3*	3.9	36	44	53	10	5.0
NORTHEASTERN OK AGRL & MECH C (1)	- -	- -	- -	- -	31.4	31.4	2.3	83	43	84	8	7.5
NORTHERN OK C (1)	- -	- -	- -	- -	32.0	32.0	2.9	42	50	71	5	7.5
OK CITY CC (1)	- -	- -	- -	- -	35.7	35.7	6.8	101	51	0	4	9.3
OK STATE U-OK CITY (1)	33.3	32.5	32.1	26.2	- -	30.0	-9.0	39	59	33	32	6.8
OK STATE U-OKMULGEE (4)	- -	- -	- -	- -	29.6	29.6	- -	61	25	- -	52	7.6
REDLAND CC (4)	- -	- -	- -	- -	33.6	33.6	- -	24	54	- -	11	- -
ROGERS STATE C (1)	- -	- -	- -	- -	+	+*	- -	1	0	0	98	- -
ROSE STATE C (1)	32.5	- -	- -	- -	- -	32.5	-1.6	130	50	72	13	9.1
SEMINOLE JR C (1)	- -	- -	- -	- -	29.8	29.8	3.4	38	39	63	10	7.3
TULSA JR C (1)	- -	- -	39.3	32.5	- -	37.7	4.3	199	57	0	15	10.2
WESTERN OK STATE C (1)	- -	- -	- -	- -	32.8	32.8	1.5	35	40	66	20	5.3
BA												
OK PANHANDLE STATE U (1)	40.9	36.1	31.7	27.3	- -	34.0*	- -	53	36	25	7	8.5
U OF SCIENCE & ARTS OF OK (1)	39.1	26.1	28.2	24.4	- -	29.7*	- -	45	44	58	15	8.4
BA+												
CAMERON U (1)	43.8	37.0	33.9	26.0	+	35.5*	- -	175	36	51	1	9.1
EAST CENTRAL U (1)	46.3	41.4	35.9	31.3	- -	39.0*	- -	155	32	54	0	8.5
LANGSTON U (1)	43.5	36.9	31.8	31.9	+	33.8*	-0.0	71	52	23	35	6.8
NORTHEASTERN STATE U (1)	44.9	37.0	35.2	29.8	- -	37.0*	- -	240	34	50	8	8.3
NORTHWESTERN OK STATE U (1)	43.5	38.4	33.1	26.4	- -	32.6*	- -	63	43	24	17	6.8
SOUTHEASTERN OK STATE U (1)	47.9	42.2	36.1	28.8	- -	37.7	2.9	137	34	46	5	7.2
SOUTHWESTERN OK STATE U (1)	46.3	43.1	38.3	29.0	- -	38.6	-0.1	204	34	56	4	10.1
U OF CENTRAL OK (1)	50.6	44.7	39.1	32.8	- -	42.5	2.0	387	39	54	0	8.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
OK STATE U-MAIN CAMPUS (1)	55.5	43.5	39.0	29.0	- -	46.4*	- -	577	22	72	28	10.7
U OF OK HLTH SCIENCES CTR (1)	+	+	28.1	20.3	+	26.7*	–3.0	24	83	8	92	5.8
U OF OK NORMAN CAMPUS (1)	60.1	43.7	36.5	20.5	- -	46.2	0.8	694	22	61	13	12.2
Private Institutions												
AA												
BACONE C (1)	+	25.6	+	20.8	- -	24.0*	12.5	18	83	0	18	5.6
SAINT GREGORYS C (4)	- -	- -	- -	- -	26.3	26.3	- -	10	60	- -	0	5.1
BA												
BARTLESVILLE WESLEYAN C (1)	- -	- -	- -	- -	26.5	26.5	0.4	29	21	0	0	9.6
HILLSDALE FREE WILL BAPTIST C (1)	- -	- -	- -	- -	20.6	20.6*	- -	5	60	0	0	6.8
BA+												
OK BAPTIST U (1)	39.3	33.7	29.8	- -	- -	33.5*	4.5	97	45	63	3	8.8
OK CHRISTIAN U OF SCIENCE & ARTS (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
OK CITY U (1)	55.9	47.4	39.8	19.0	24.8	44.4*	- -	160	39	54	0	6.3
PHILLIPS U (4)	35.7	32.6	27.8	- -	- -	31.8*	- -	36	28	- -	14	6.6
SOUTHERN NAZARENE U (1)	34.7	30.1	28.6	- -	- -	31.6	3.6	51	41	18	0	10.7
Doctoral												
ORAL ROBERTS U (1)	49.5	33.8	28.3	24.5	- -	31.6*	- -	130	32	19	12	3.9
U OF TULSA (1)	68.6	49.8	39.0	28.0	- -	50.7*	- -	290	29	61	3	11.9
OREGON												
Public Institutions												
AA												
BLUE MOUNTAIN CC (1)	- -	- -	- -	- -	41.9	41.9	4.4	75	33	71	4	14.4
CENTRAL OR CC (1)	48.5	42.1	36.1	31.7	- -	39.8	2.5	82	40	59	0	10.4
CHEMEKETA CC (1)	- -	- -	- -	- -	42.9	42.9	7.5	209	50	0	7	11.9
CLACKAMAS CC (1)	- -	- -	- -	- -	42.4	42.4	4.0	126	45	83	0	13.1
CLATSOP CC (1)	- -	- -	- -	- -	36.2	36.2	8.2	38	34	74	0	8.0
LANE CC (1)	- -	- -	- -	- -	39.6	39.6	5.8	282	48	100	0	15.0
LINN-BENTON CC (1)	- -	- -	- -	- -	37.4	37.4	7.8	165	51	0	0	9.7
MT HOOD CC (1)	- -	- -	- -	- -	45.1	45.1	10.5	157	41	74	7	12.1
PORTLAND CC (1)	- -	- -	- -	- -	40.4	40.4	0.2	381	50	80	0	14.0
ROGUE CC (1)	- -	- -	- -	- -	41.2	41.2	7.8	55	53	0	20	12.6
SOUTHWESTERN OR CC (1)	38.8	36.6	32.6	29.4	23.6	32.4*	- -	62	52	60	22	13.3
TREASURE VALLEY CC (1)	- -	- -	- -	- -	37.6	37.6	13.6	43	37	81	0	10.5
UMPQUA CC (1)	- -	- -	- -	- -	34.3	34.3	–3.2	74	51	0	0	12.0
BA												
OR INST OF TECHNOLOGY (1)	50.7	43.3	38.3	29.4	- -	43.5*	–1.7	101	18	61	5	13.4
BA+												
EASTERN OR STATE C (1)	46.4	35.5	29.2	- -	- -	37.1*	- -	64	25	58	3	11.9
SOUTHERN OR STATE C (1)	46.1	36.3	31.2	27.7	- -	38.1*	- -	149	29	52	4	7.9
WESTERN OR STATE C (1)	43.5	34.9	31.3	23.0	- -	35.4*	–2.6	148	30	59	2	11.5
Doctoral												
OR HLTH SCIENCES U (1)	+	40.7	33.2	30.8	- -	35.0*	–5.9	20	95	25	87	11.1
OR STATE U (1)	58.0	46.3	39.9	27.2	30.8	46.8	–0.9	453	28	67	26	13.8
PORTLAND STATE U (1)	54.5	43.6	37.5	28.6	- -	46.5	–0.8	396	33	72	9	9.3
U OF OR (1)	59.3	44.4	38.1	28.7	+	46.9*	0.5	619	32	65	5	13.8
Private Institutions												
BA												
EUGENE BIBLE C (1)	- -	- -	- -	- -	+	+*	- -	2	100	0	75	- -
PACIFIC NORTHWEST C OF ART (1)	31.6	24.9	+	- -	- -	29.8*	8.8	18	28	67	0	5.9
WESTERN BAPTIST C (1)	39.5	+	29.5	25.3	- -	31.6*	9.8	21	19	33	0	10.3
WESTERN STATES CHIROPRACTIC C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BA+												
CONCORDIA C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LEWIS & CLARK C (1)	63.3	45.0	37.6	30.8	- -	49.0	3.5	174	36	60	0	12.5
LINFIELD C (1)	48.7	38.3	32.4	27.6	- -	40.3	- -	133	41	65	0	16.2
MARYLHURST C (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MULTNOMAH BIBLE C & BIBLICAL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
NORTHWEST CHRISTIAN C (1)	36.3	31.0	+	- -	- -	33.3*	7.7	11	18	0	0	11.3
REED C (1)	60.4	46.2	39.1	- -	- -	50.5	1.3	100	26	66	0	12.5
U OF PORTLAND (1)	59.9	45.3	39.1	26.7	- -	45.1*	-15	135	27	61	2	10.0
WARNER PACIFIC C (1)	34.7	29.0	23.3	- -	- -	28.0*	- -	29	38	0	0	5.5
WESTERN EVANGELICAL SEM (1)	34.6	- -	- -	- -	- -	34.6*	-2.7	10	40	0	0	8.7
WILLAMETTE U (1)	60.0	43.2	33.5	31.3	- -	49.2	3.0	154	32	69	0	14.4
Doctoral												
GEORGE FOX C (1)	45.3	39.0	32.5	- -	- -	37.4*	- -	81	22	21	10	9.5
OR GRAD INST OF SCI & TECHN (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
PACIFIC U (1)	48.5	38.8	34.9	23.7	- -	38.6	5.5	99	39	47	10	8.9
WESTERN CONSERV BAPTIST SEM (5)	35.2	+	35.2	- -	28.8	33.8*	3.0	17	12	0	11	3.2
PENNSYLVANIA												
Public Institutions												
AA												
BUCKS COUNTY CC (1)	50.8	38.1	30.1	29.2	- -	48.0*	-1.1	177	41	83	1	13.2
BUTLER COUNTY CC (1)	48.6	40.5	35.1	30.0	- -	40.9*	- -	55	38	91	0	11.6
CC OF ALLEGHENY COUNTY (1)	49.9	38.8	35.0	- -	- -	44.6*	4.4	351	46	75	2	13.2
CC OF BEAVER COUNTY (1)	47.3	43.0	36.2	29.3	- -	41.2	8.7	50	52	86	0	16.0
CC OF PHILADELPHIA (1)	57.6	55.0	45.6	31.6	- -	50.5*	- -	329	46	85	13	16.1
DE COUNTY CC (1)	62.4	54.6	47.5	- -	- -	57.0	3.8	122	44	89	2	18.4
HARRISBURG AREA CC-HARRISBURG (1)	58.8	43.8	37.9	31.8	- -	49.0	5.5	133	36	75	10	14.3
HARRISBURG AREA CC-LANCASTER (1)	- -	- -	- -	- -	30.6	30.6	11.0	9	67	0	0	10.6
HARRISBURG AREA CC-LEBANON (1)	- -	- -	+	- -	- -	+*	6.7	4	50	0	0	9.8
IN U OF PA-ARMSTRONG (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
IN U OF PA-PUNXSUTAWNEY (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LEHIGH CARBON CC (1)	57.6	46.1	41.4	34.0	- -	46.9*	1.1	66	47	85	0	11.1
LUZERNE COUNTY CC (1)	51.8	44.8	33.0	32.8	- -	41.4*	- -	100	46	0	32	14.6
MONTGOMERY COUNTY CC (1)	58.7	52.0	40.2	32.2	- -	52.0	3.2	133	46	95	0	17.6
NORTHAMPTON COUNTY AREA CC (1)	56.4	50.0	41.9	- -	- -	51.5*	- -	75	43	81	3	15.4
NORTHAMPTON COUNTY AREA CC-MONROE (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
READING AREA CC (1)	42.6	37.9	36.5	33.1	- -	38.7*	5.3	55	71	0	4	12.7
THADDEUS STEVENS ST SCHL OF TECH (1)	- -	- -	- -	- -	42.8	42.8	3.2	36	11	92	0	14.8
U OF PITTSBURGH-TITUSVILLE (1)	- -	39.6	31.1	27.1	- -	32.6*	1.8	21	33	29	9	8.6
WESTMORELAND COUNTY CC (1)	49.8	42.7	35.1	27.9	- -	38.5	2.5	84	45	0	0	11.1
BA												
CLARION U OF PA-VENANGO CAMPUS (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
PA C OF TECHNOLOGY (1)	55.2	49.7	44.8	40.5	- -	45.7*	- -	212	25	80	0	12.2
PA STATE U-ALLENTOWN CAMPUS (1)	+	44.7	37.4	28.0	- -	38.7*	3.6	17	47	59	15	10.1
PA STATE U-ALTOONA CAMPUS (1)	+	44.4	36.8	37.4	- -	39.4*	- -	75	27	61	0	12.1
PA STATE U-BEAVER CAMPUS (1)	+	47.6	40.0	31.2	- -	39.2*	3.5	39	23	54	3	11.1
PA STATE U-BERKS CAMPUS (1)	55.3	46.6	41.9	35.0	- -	41.2*	3.0	46	35	46	6	11.4
PA STATE U-DE CAMPUS (1)	58.8	47.7	38.2	30.0	- -	42.1*	5.4	50	44	56	0	12.1
PA STATE U-DU BOIS CAMPUS (1)	+	43.9	35.8	36.1	- -	37.8*	4.8	41	32	37	2	10.5
PA STATE U-FAYETTE CAMPUS (1)	- -	49.4	39.1	31.7	- -	39.4*	2.5	40	28	40	13	11.0
PA STATE U-HAZLETON CAMPUS (1)	53.7	46.1	36.6	30.0	- -	38.0*	3.2	46	26	41	8	10.9
PA STATE U-MCKEESPORT CAMPUS (1)	57.6	44.3	38.3	38.9	- -	41.6*	6.8	37	27	59	3	11.5
PA STATE U-MONT ALTO CAMPUS (1)	+	43.4	37.7	35.8	- -	37.5*	3.7	38	45	45	10	11.5
PA STATE U-NEW KENSINGTON (1)	+	46.1	39.3	31.3	- -	38.6*	- -	41	34	54	2	11.8
PA STATE U-OGONTZ CAMPUS (1)	58.4	45.7	37.6	28.0	- -	38.8*	- -	94	43	45	0	11.0
PA STATE U-SCHUYLKILL CAMPUS (1)	+	47.1	41.0	30.0	- -	38.7*	4.1	35	26	46	3	11.0
PA STATE U-SHENANGO (1)	57.7	45.1	39.0	35.2	- -	40.8*	- -	28	36	50	3	12.4
PA STATE U-WILKES-BARRE (1)	49.3	44.3	40.9	34.9	- -	40.1*	- -	30	17	43	9	12.1
PA ST U-WORTHINGTON-SCRANTON (1)	+	45.8	39.7	37.2	- -	40.5*	4.3	43	30	47	7	11.7
PA STATE U-YORK CAMPUS (1)	+	43.4	40.0	28.7	- -	37.5*	4.9	44	27	48	6	11.2
U OF PITTSBURGH-BRADFORD (1)	51.4	43.3	35.2	28.9	- -	38.5*	- -	53	40	42	10	9.8
U OF PITTSBURGH-GREENSBURG (1)	49.6	40.1	31.8	28.8	- -	37.4	4.0	49	41	53	8	9.7
U OF PITTSBURGH-JOHNSTOWN (1)	58.9	44.3	33.6	30.6	+	41.4*	4.0	120	24	64	8	10.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
BLOOMSBURG U OF PA (1)	69.5	55.9	44.2	35.9	- -	55.5	5.1	343	33	69	0	15.5
CA U OF PA (1)	69.9	56.2	39.1	32.2	- -	56.2	2.7	305	27	71	2	19.0
CHEYNEY U OF PA (1)	70.6	57.4	43.8	34.1	- -	56.8*	- -	101	41	70	0	17.6
CLARION U OF PA (5)	69.4	56.1	43.4	30.8	- -	54.7	3.5	289	35	65	1	16.2
EAST STROUDSBURG U OF PA (1)	70.3	56.2	44.2	35.6	- -	58.6*	- -	231	33	76	0	15.1
EDINBORO U OF PA (1)	70.3	56.8	44.9	36.5	- -	54.9	6.1	366	34	70	2	17.7
KUTZTOWN U OF PA (1)	69.5	56.7	42.7	31.6	- -	53.7	1.8	406	37	67	0	15.5
LINCOLN U (1)	52.3	40.4	35.4	31.0	+	39.7*	- -	85	39	47	0	8.6
LOCK HAVEN U (1)	70.4	56.4	43.2	33.4	- -	52.0	2.4	204	37	67	0	12.9
LOCK HAVEN U-CLEARFIELD CAMPUS (3)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
MANSFIELD U OF PA (1)	69.4	55.8	44.6	33.8	- -	54.5	5.5	174	31	68	0	16.1
MILLERSVILLE U OF PA (1)	70.0	57.0	43.2	- -	- -	57.1*	- -	308	34	75	0	16.1
PA STATE U-ERIE BEHREND C (1)	60.4	52.5	47.1	35.2	- -	44.7*	- -	132	24	33	8	12.8
SHIPPENSBURG U OF PA (1)	70.2	57.0	43.9	31.5	- -	58.8*	- -	303	27	69	0	16.5
SLIPPERY ROCK U OF PA (1)	70.1	55.4	44.5	26.8	- -	55.8*	- -	376	38	75	1	13.9
WEST CHESTER U OF PA (1)	69.7	56.7	45.4	38.7	- -	56.1	5.2	481	36	74	0	14.0
Doctoral												
IN U OF PA (5)	69.9	56.2	44.1	32.8	- -	56.3	3.2	671	35	75	0	16.4
PA STATE U-GREAT VALLEY (1)	- -	63.0	47.6	- -	- -	53.8*	- -	17	29	24	0	12.6
PA STATE U-HARRISBURG CAPITAL (1)	65.5	53.6	44.3	37.1	- -	50.4*	- -	129	22	53	4	13.4
PA STATE U-MAIN CAMPUS (1)	74.4	52.7	43.1	29.8	35.7	55.6*	- -	1,555	27	60	16	13.6
TEMPLE U (1)	78.2	61.0	47.0	34.5	- -	64.2	5.6	1,108	32	71	5	17.1
U OF PITTSBURGH-MAIN CAMPUS (1)	77.1	53.0	43.7	31.8	- -	58.8*	- -	807	29	69	38	14.0
Private Institutions												
AA												
ALBERT EINSTEIN MED CTR (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BEREAN INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ELECTRONIC INST-MIDDLETOWN (4)	+	+	+	- -	+	+*	- -	9	56	- -	31	- -
ELECTRONIC INSTS (4)	- -	- -	- -	- -	+	+*	- -	1	100	- -	67	- -
HARCUM C (1)	34.0	28.5	26.3	24.3	- -	28.2*	- -	24	75	46	41	7.9
JAMESON MEMORIAL HOSP (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JOHNSON TECH INST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
JOHNSON TECH I-MOSHANNON VLY (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
KEYSTONE JR C (1)	39.9	30.6	22.7	26.7	- -	30.8*	1.3	44	61	70	2	8.7
LACKAWANNA JR C (1)	30.9	26.8	22.3	- -	- -	26.7*	7.9	17	41	100	0	10.3
MANOR JR C (1)	31.5	27.5	20.2	- -	- -	26.5*	2.3	13	85	0	32	5.6
PEIRCE C (1)	38.0	+	+	24.2	- -	35.4*	-0.5	23	48	0	0	8.6
PA INST OF TECHNOLOGY (1)	- -	- -	- -	- -	28.0	28.0	20.1	19	42	0	0	5.4
PITTSBURGH INST OF AERONAUTICS (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
PITTSBURGH I OF MORTUARY SCI (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
ST TIKHON THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
VALLEY FORGE MILITARY C (1)	42.5	+	28.5	- -	- -	34.5*	4.5	12	25	0	0	10.0
WILLIAMSON FREE SCHL (1)	- -	- -	- -	- -	28.3	28.3*	- -	14	14	0	13	15.7
BA												
ACAD OF THE NEW CHURCH (1)	47.8	+	36.5	- -	- -	39.3*	-5.8	17	6	35	0	16.1
ALBRIGHT C (1)	47.9	39.4	35.2	- -	- -	43.6*	- -	61	39	80	0	11.6
ALVERNIA C (1)	43.0	33.8	30.6	26.2	- -	31.7*	- -	59	71	100	0	6.5
DE VALLEY C OF SCI & AGRL (1)	53.3	43.6	35.0	28.7	- -	39.8*	- -	73	22	66	0	9.0
DICKINSON C (1)	63.1	48.0	38.8	35.4	- -	48.4	3.7	141	35	57	0	13.9
ELIZABETHTOWN C (1)	57.6	47.0	37.8	32.4	- -	46.7*	4.1	105	28	67	1	13.3
FRANKLIN & MARSHALL C (1)	69.4	49.5	40.3	37.9	- -	53.4*	- -	151	30	63	0	17.7
GETTYSBURG C (1)	64.4	49.2	40.9	35.6	- -	50.2*	- -	151	38	69	0	16.0
GROVE CITY C (4)	55.4	44.5	36.2	29.9	- -	44.3*	- -	114	38	- -	5	- -
HAVERFORD C (1)	68.2	51.6	40.8	- -	- -	54.8*	4.1	96	31	58	0	19.9
JUNIATA C (1)	51.7	40.8	33.5	- -	- -	44.5*	- -	73	25	52	0	11.7
LAFAYETTE C (1)	70.7	52.7	42.5	- -	- -	53.0*	- -	180	25	58	0	14.1
LANCASTER BIBLE C (1)	34.0	31.5	28.5	- -	- -	30.4*	- -	22	32	0	19	9.0
LYCOMING C (1)	52.8	45.4	36.5	27.8	- -	41.3*	- -	87	29	67	0	10.7
MANNA BIBLE INST (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MESSIAH C (1)	50.0	41.6	35.8	30.8	- -	40.3*	- -	130	35	38	0	11.2
MOORE C OF ART & DESIGN (1)	33.2	27.5	22.0	- -	- -	31.2*	- -	30	53	97	0	5.7
MOUNT ALOYSIUS C (1)	- -	38.6	32.9	27.9	- -	32.8*	6.1	48	71	4	11	7.2
SETON HILL C (1)	51.5	39.3	33.6	- -	- -	37.6*	- -	49	57	29	0	9.8
SUSQUEHANNA U (1)	54.8	43.3	35.6	- -	- -	43.3*	2.0	90	34	56	0	10.4
TALMUD YESHIVA OF PHILADELPHIA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
THIEL C (1)	43.0	35.9	30.6	27.3	- -	38.9*	4.2	60	38	70	0	10.6
URSINUS C (1)	53.2	41.5	35.7	- -	- -	45.0*	- -	87	40	72	0	13.5
VALLEY FORGE CHRISTIAN C (1)	+	27.0	23.5	- -	- -	24.8*	-0.2	18	33	11	0	8.2
WILSON C (1)	33.4	31.4	28.8	- -	- -	30.4*	2.3	31	55	35	3	4.7
BA+												
ALLEGHENY C (1)	58.6	43.8	33.6	28.7	- -	43.0	3.7	141	28	52	0	11.5
ALLENTOWN C OF SAINT FRANCIS DE SALES (1)	50.3	42.2	35.8	29.8	- -	37.9*	- -	69	36	29	0	8.8
AMERICAN C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
BEAVER C (1)	55.0	46.4	37.2	- -	- -	43.1*	- -	69	52	54	4	12.8
BUCKNELL U (1)	68.3	51.7	42.4	- -	- -	54.3*	- -	245	29	68	0	14.7
CABRINI C (1)	48.5	41.5	35.1	- -	- -	41.6*	- -	43	53	79	0	11.2
CARLOW C (1)	50.3	40.4	33.9	29.2	- -	38.4*	- -	49	71	27	13	8.8
CEDAR CREST C (1)	49.2	40.9	33.4	- -	- -	38.8*	2.1	59	54	39	6	8.9
CHATHAM C (1)	47.9	38.5	32.7	31.6	- -	39.8*	9.1	41	61	61	2	9.4
CHESTNUT HILL C (1)	+	33.0	28.9	24.8	- -	29.4*	-1.7	39	64	38	0	6.7
C MISERICORDIA (1)	54.9	44.2	37.6	- -	- -	41.7*	- -	68	47	37	26	8.0
CURTIS INST OF MUSIC (1)	- -	- -	- -	- -	+	+*	- -	2	50	0	0	- -
DICKINSON SCHL OF LAW (1)	91.5	+	+	- -	+	91.5*	4.9	23	30	74	0	16.0
EASTERN C (1)	47.6	38.8	32.6	29.2	- -	38.8	7.0	64	39	44	0	12.0
EVANGELICAL SCHL OF THEOLOGY (1)	40.8	+	+	- -	- -	40.8*	0.6	6	0	0	0	6.3
FAITH THEOL SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
GANNON U (1)	46.3	39.2	35.6	25.7	- -	38.1	1.5	159	37	65	11	11.5
GENEVA C (1)	43.6	38.0	32.5	- -	- -	37.7*	2.9	53	13	66	0	11.1
GRATZ C (1)	+	+	+	- -	- -	+*	-1.7	7	43	43	0	10.2
GWYNEDD-MERCY C (1)	39.6	32.7	27.8	23.6	- -	29.9*	- -	76	83	55	22	6.9
HOLY FAMILY C (1)	52.8	43.2	39.9	33.5	- -	40.9	12.6	72	61	21	9	10.7
KING'S C (1)	51.2	44.5	36.9	- -	- -	42.7*	4.0	97	22	57	0	11.4
LA ROCHE C (1)	45.5	37.5	33.1	- -	- -	38.4	9.3	43	51	0	0	7.0
LA SALLE U (1)	60.0	49.4	42.5	- -	- -	47.6*	1.5	205	32	66	0	12.9
LEBANON VALLEY C (1)	49.6	41.3	36.5	- -	- -	43.3*	2.8	70	23	74	0	8.6
LUTHERAN THEOL SEM-GETTYSBURG (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MARYWOOD C (1)	52.7	43.6	36.4	29.9	- -	42.2	2.6	118	53	59	2	11.0
MERCYHURST C (1)	49.6	41.0	33.1	24.8	- -	36.6	8.1	103	38	40	0	8.8
MORAVIAN C (1)	50.2	42.3	34.9	30.7	- -	43.4*	- -	86	29	72	0	10.8
MUHLENBERG C (1)	60.6	44.5	36.8	34.3	- -	45.9*	- -	124	34	56	0	14.4
NEUMANN C (1)	37.0	32.7	31.2	28.5	- -	32.0*	4.9	43	72	0	0	7.6
PA ACAD OF FINE ARTS (1)	- -	- -	- -	- -	9.3	9.3	4.2	47	30	0	0	3.0
PA C OF OPTOMETRY (1)	- -	40.6	- -	- -	- -	40.6	0.8	4	0	100	89	11.7
PHILADELPHIA C OF BIBLE (1)	37.7	34.3	30.1	- -	- -	33.3*	4.4	33	24	0	0	8.0
PHILADELPHIA C OF TEXTILES & SCI (1)	55.6	42.9	37.1	- -	- -	43.4*	- -	81	35	57	0	12.2
POINT PARK C (1)	42.8	34.5	28.3	- -	36.5	36.6*	- -	77	35	79	0	9.0
ROBERT MORRIS C (1)	57.0	49.2	43.7	- -	- -	48.1*	6.3	99	24	0	6	12.9
ROSEMONT C (1)	45.8	39.3	29.5	- -	- -	37.2*	-3.1	40	60	85	0	7.4
SAINT FRANCIS C (1)	49.1	40.5	33.1	27.9	- -	38.4*	- -	62	37	55	16	9.6
SAINT JOSEPHS U (1)	62.3	50.4	44.1	- -	- -	50.6	3.6	152	28	64	0	14.6
SAINT VINCENT C (1)	45.7	41.0	32.6	29.5	- -	38.2	5.1	63	21	52	0	11.8
SAINT VINCENT SEM (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SWARTHMORE C (1)	75.8	54.8	43.1	- -	- -	60.6*	- -	160	36	66	0	16.4
THE U OF THE ARTS (1)	39.4	34.4	29.8	- -	- -	35.2	3.1	80	33	75	0	10.9
TRINITY EPISC SCHL FOR MINISTRY (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
U OF SCRANTON (1)	58.2	49.8	45.8	31.6	- -	50.2*	4.6	236	27	69	0	16.0
WA & JEFFERSON C (1)	58.3	50.4	39.7	38.2	- -	50.2*	- -	86	19	71	0	13.2
WAYNESBURG C (1)	42.4	35.0	31.4	29.3	- -	34.5	4.9	63	49	37	3	11.1
WESTMINSTER C (1)	49.8	42.2	33.4	30.8	- -	42.5*	- -	96	30	63	0	8.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
WIDENER U-HARRISBURG CAMPUS (1)	+	70.8	62.6	42.7	--	66.2*	2.8	38	42	13	5	19.2
WILKES U (1)	52.2	44.6	35.6	--	--	42.9	5.2	137	28	52	5	10.1
YORK C PA (1)	61.6	51.9	43.6	--	--	48.2*	2.9	117	34	54	0	14.9
YORK HOSP (1)	--	--	--	--	--	--*	--	0	--	--	100	--
Doctoral												
BAPTIST BIBLE C & SEM (1)	32.0	29.1	26.2	--	--	29.4*	2.8	31	6	3	0	9.3
BIBLICAL THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BRYN MAWR C (1)	64.8	48.9	40.3	35.6	--	52.9*	--	134	49	62	0	14.6
CALVARY BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CARNEGIE MELLON U (1)	84.6	57.7	50.6	49.0	--	69.3*	--	485	16	61	4	13.1
DREXEL U (1)	69.2	50.1	46.5	--	+	58.3*	-0.8	333	19	79	0	14.7
DUQUESNE U (1)	62.5	49.3	41.1	39.9	--	49.9	5.1	337	32	60	0	13.1
EASTERN BAPTIST THEOL SEM (1)	37.3	+	--	--	--	37.3*	-9.2	10	30	70	0	11.3
HAHNEMANN U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
IMMACULATA C (1)	46.8	42.2	32.1	--	--	39.7*	--	32	56	53	0	9.8
LANCASTER THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
LEHIGH U (1)	76.6	54.8	45.1	--	--	64.8*	1.7	410	19	82	0	17.5
LUTHERAN THEOL SEM AT PHILLY (1)	44.9	41.3	+	--	--	42.8*	-3.9	12	33	75	0	22.1
PHILADELPHIA C OF PHARM & SCI (1)	56.8	46.4	36.4	30.1	--	42.1	4.3	68	31	43	43	14.1
RECONSTRUCTIONIST RABBINICAL C (1)	--	--	--	--	38.9	38.9	-7.1	6	50	50	0	10.9
THOMAS JEFFERSON U (1)	+	56.5	45.6	38.5	--	43.4*	7.6	42	95	0	29	13.7
U OF PA (1)	93.2	64.0	54.7	--	--	78.5	5.6	977	20	79	0	21.6
VILLANOVA U (1)	76.1	54.6	45.4	31.3	--	55.8	4.2	505	27	70	1	16.9
WESTMINSTER THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
WIDENER U-MAIN CAMPUS (1)	58.8	48.1	39.8	33.3	--	46.4*	--	192	43	58	13	14.9
YESHIVATH BETH MOSHE (4)	--	--	--	--	--	--*	--	0	--	--	100	--
RHODE ISLAND												
Public Institutions												
AA												
CC OF RI (1)	49.0	36.9	31.6	23.1	--	41.9*	--	282	52	80	4	12.8
BA+												
RI C (1)	54.2	46.3	39.6	--	--	47.6	5.2	312	38	76	0	14.8
Doctoral												
U OF RI (1)	67.0	50.1	44.6	--	--	57.9	6.2	540	28	76	18	17.1
Private Institutions												
AA												
NEW ENGLAND INST OF TECHN (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA+												
BRYANT C (1)	67.4	61.3	52.7	34.5	--	59.0*	--	130	26	54	0	15.9
JOHNSON & WALES U (1)	44.5	37.1	32.9	27.3	--	33.7	5.7	222	38	0	0	7.5
RI SCHL OF DESIGN (1)	55.5	42.8	36.0	--	--	45.8	3.1	119	37	1	0	14.6
ROGER WILLIAMS U (1)	--	--	--	--	48.3	48.3	4.2	101	24	0	0	15.9
Doctoral												
BROWN U (1)	77.0	53.0	44.9	40.7	--	64.1	2.5	509	25	74	0	17.2
PROVIDENCE C (1)	66.5	55.5	43.6	35.7	--	51.4	5.1	225	30	69	0	15.2
SALVE REGINA U (1)	48.7	39.7	33.0	27.3	--	39.0*	--	111	56	49	5	9.2
SOUTH CAROLINA												
Public Institutions												
AA												
AIKEN TECH C (1)	--	--	--	--	31.8	31.8	-5.6	54	43	0	0	7.9
CENTRAL CAROLINA TECH C (1)	--	--	--	--	28.5	28.5	7.5	69	58	0	0	6.5
CHESTERFIELD-MARLBORO TECH C (1)	--	--	--	--	27.3	27.3	13.9	26	58	0	0	6.7
DENMARK TECH C (1)	--	--	--	--	25.2	25.2	1.7	22	41	0	0	6.9
FLORENCE DARLINGTON TECH C (1)	--	--	--	--	29.1	29.1	6.9	94	53	0	0	7.8
GREENVILLE TECH C (1)	--	--	--	29.3	--	29.3	7.2	183	57	0	19	8.0
HORRY-GEORGETOWN TECH C (1)	--	--	--	--	30.9	30.9	7.5	83	43	0	5	8.0
MIDLANDS TECH C (1)	--	--	--	--	31.1	31.1	10.0	223	57	0	0	7.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ORANGEBURG CALHOUN TECH C (1)	--	--	--	--	25.5	25.5	7.5	34	59	0	53	5.5
PIEDMONT TECH C (1)	--	--	--	--	27.4	27.4	8.0	73	49	0	0	6.6
SPARTANBURG TECH C (1)	--	--	--	--	27.3	27.3	12.6	97	51	0	0	7.3
TECH C OF THE LOWCOUNTRY (1)	--	--	--	--	26.3	26.3	9.6	40	58	0	0	5.0
TRI-COUNTY TECH C (1)	--	--	--	--	30.6	30.6	9.3	88	51	0	0	7.8
TRIDENT TECH C (1)	--	--	--	--	32.6	32.6	8.8	210	52	0	0	7.8
U OF SC AT BEAUFORT (1)	45.3	36.2	29.5	--	--	37.6*	--	20	30	65	13	8.5
U OF SC AT LANCASTER (1)	43.8	37.0	30.3	--	--	37.8*	--	19	42	84	24	8.6
U OF SC AT SALKEHATCHIE (1)	42.0	34.5	28.2	--	--	34.5*	6.8	19	21	53	17	8.0
U OF SC AT SUMTER (1)	44.2	34.9	34.4	--	--	38.9*	--	37	30	73	10	8.8
U OF SC AT UNION (1)	46.1	+	--	--	--	46.1*	10.7	8	13	75	27	9.3
WILLIAMSBURG TECH C (1)	--	--	--	--	27.0	27.0	15.5	9	67	0	0	7.1
YORK TECH C (1)	--	--	--	--	30.1	30.1	9.3	88	56	0	0	7.1
BA+												
CITADEL MILITARY C OF SC (1)	51.7	41.6	33.3	27.5	--	43.8*	--	153	18	77	0	10.1
COASTAL CAROLINA U (1)	48.1	40.3	34.1	26.1	--	36.8*	8.6	152	37	52	7	8.6
C OF CHARLESTON (1)	49.6	43.6	33.6	26.0	--	38.5	5.6	307	36	54	9	9.3
FRANCIS MARION U (1)	49.9	39.3	34.6	25.1	--	40.4	4.6	165	25	68	2	9.5
LANDER U (1)	46.8	39.4	35.2	25.0	--	39.0*	2.9	113	42	63	3	9.2
U OF SC AT AIKEN (1)	48.9	41.2	34.4	27.9	--	39.3	5.5	99	45	59	14	8.9
U OF SC AT SPARTANBURG (1)	45.5	39.3	32.8	27.8	--	38.8*	--	134	47	61	1	8.8
WINTHROP U (1)	48.2	39.1	33.7	25.8	--	39.9*	--	236	37	66	2	10.0
Doctoral												
CLEMSON U (1)	63.1	46.4	40.3	26.4	--	49.4	6.8	689	25	63	15	11.2
MED U OF SC (1)	--	44.5	39.3	--	--	41.6*	--	20	100	20	90	9.6
SC STATE U (1)	47.3	39.4	34.4	26.9	--	35.7*	--	211	44	29	12	8.3
U OF SC AT COLUMBIA (1)	63.9	47.0	41.1	31.3	--	51.7*	--	896	25	71	12	11.0
Private Institutions												
AA												
SPARTANBURG METHODIST C (1)	--	--	--	--	31.4	31.4	1.7	22	55	59	0	6.3
BA												
ALLEN U (3)	--	--	--	--	--	--	--	--	--	--	--	--
ANDERSON C (1)	32.1	30.9	29.3	--	--	30.3	-3.4	54	50	76	0	6.1
BENEDICT C (1)	31.5	28.8	25.4	22.5	--	26.7*	--	75	40	37	0	4.8
CLAFLIN C (1)	33.7	28.6	28.3	23.9	--	29.1*	--	58	31	19	0	5.1
COKER C (1)	43.6	38.0	31.7	--	--	37.0*	--	49	29	55	0	7.6
JOHNSON & WALES U-CHARLESTON (1)	--	+	31.9	27.5	--	29.2*	11.4	28	18	0	0	7.4
LIMESTONE C (1)	29.6	27.9	24.7	--	--	26.7*	--	29	41	34	6	4.1
MORRIS C (1)	+	28.3	26.5	--	--	27.2*	6.2	40	40	5	13	3.5
NEWBERRY C (1)	35.3	30.0	25.6	23.4	--	29.3*	--	45	22	40	0	5.4
NORTH GREENVILLE C (1)	29.3	+	27.5	19.0	--	24.2*	0.5	26	38	15	0	5.6
PRESBYTERIAN C (1)	52.0	38.4	33.7	31.0	--	41.8*	--	75	21	63	0	9.3
VOORHEES C (1)	31.4	28.8	25.8	22.1	--	25.9*	--	26	19	4	0	5.0
WOFFORD C (1)	55.5	42.7	35.7	--	--	47.8*	4.0	67	18	78	0	11.5
BA+												
CENTRAL WESLEYAN C (1)	29.9	26.3	22.2	--	--	27.2*	2.6	22	36	59	35	6.4
CHARLESTON SOUTHERN U (1)	46.6	36.4	32.6	24.1	--	34.9*	6.5	78	44	18	0	7.1
COLUMBIA C (1)	43.9	37.0	33.6	30.4	29.0	38.2*	7.1	78	59	71	0	9.4
CONVERSE C (1)	47.3	39.3	32.8	31.1	--	37.5	1.5	69	42	70	0	9.0
FURMAN U (1)	57.3	42.7	35.1	29.8	--	46.6	3.1	188	26	74	0	13.2
Doctoral												
BOB JONES U (4)	52.6	41.1	34.4	26.1	--	41.4	--	150	35	--	14	--
COLUMBIA INT'L U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
ERSKINE C & SEM (1)	42.9	32.1	30.3	--	--	37.5*	3.4	39	31	44	0	8.9
LUTHERAN THEOL SOUTHERN SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--

SOUTH DAKOTA

Public Institutions

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
SISSETON-WAHPETON CC (1)	--	--	--	27.5	--	27.5	11.0	3	100	0	70	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
DAKOTA STATE U (1)	46.1	37.4	35.5	19.5	--	33.0*	-2.8	53	42	32	15	6.8
BA+												
BLACK HILLS STATE U (1)	41.9	34.6	29.7	24.0	--	32.5*	--	108	29	44	0	6.7
NORTHERN STATE U (1)	44.9	34.1	30.3	27.3	--	33.8*	---	115	30	45	6	6.9
OGLALA LAKOTA C (1)	--	--	--	--	24.9	24.9	-31	32	59	0	6	5.1
SINTE GLESKA U (1)	--	--	--	--	+	+*	-33	3	67	0	93	4.3
Doctoral												
SD SCHL OF MINES & TECHNOLOGY (1)	48.8	43.2	36.9	--	--	44.2*	3.4	104	13	51	0	8.3
SD STATE U (1)	45.0	37.0	33.5	29.0	--	37.2*	--	284	38	49	22	7.4
U OF SD (1)	49.2	38.2	34.9	23.7	--	37.2	2.4	321	36	41	9	7.5
Private Institutions												
AA												
KILIAN CC (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
PRESENTATION C (1)	+	+	28.2	26.7	--	27.3*	0.8	26	77	31	0	6.0
BA+												
AUGUSTANA C (1)	43.1	38.6	32.1	--	--	37.4*	1.6	109	32	61	0	14.5
DAKOTA WESLEYAN U (1)	32.4	29.0	24.0	--	--	26.8*	--	31	32	39	9	8.1
MOUNT MARTY C (1)	33.1	28.6	26.8	22.3	--	27.6*	--	39	49	26	5	3.5
SIOUX FALLS C (1)	38.7	31.7	29.6	--	--	32.2*	2.8	37	27	54	0	8.3
Doctoral												
NORTH AMERICAN BAPTIST SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TENNESSEE												
Public Institutions												
AA												
CHATTANOOGA STATE TECH CC (1)	47.4	40.0	33.2	26.7	+	36.2*	--	140	53	66	24	5.2
CLEVELAND STATE CC (1)	45.2	39.5	33.7	28.2	--	34.9*	--	74	49	62	4	7.9
COLUMBIA STATE CC (1)	50.1	42.5	36.2	29.9	--	35.6*	--	85	60	54	7	8.5
DYERSBURG STATE CC (1)	43.3	36.5	32.8	28.3	--	35.8*	--	39	51	56	11	8.6
JACKSON STATE CC (1)	39.8	36.2	32.1	30.2	--	34.6*	--	72	50	53	12	7.4
MOTLOW STATE CC (1)	+	38.2	34.2	28.6	--	32.8*	2.2	68	54	49	8	8.7
NASHVILLE STATE TECH INST (1)	46.1	37.0	30.9	21.9	--	34.5*	4.2	87	48	66	11	8.8
NORTHEAST STATE TECH CC (1)	--	36.4	31.2	27.1	--	30.6	5.9	69	42	26	18	7.7
PELLISSIPPI STATE TECH CC (1)	47.9	39.4	32.7	29.2	--	34.2*	--	153	61	47	6	7.8
ROANE STATE CC (1)	45.5	38.4	32.1	28.0	--	36.1	6.0	125	52	55	5	8.5
SHELBY STATE CC (1)	43.0	36.3	30.7	26.8	--	33.6*	--	125	54	59	10	7.4
STATE TECH INST OF MEMPHIS (1)	--	38.6	32.2	28.6	--	32.7	8.9	52	69	42	67	7.4
VOLUNTEER STATE CC (1)	45.4	39.1	29.2	25.6	--	34.6*	--	86	50	53	23	5.6
WALTERS STATE CC (1)	47.2	39.4	32.7	25.9	--	37.1	5.7	99	54	58	18	8.7
BA+												
AUSTIN PEAY STATE U (1)	52.6	39.9	33.4	25.3	--	41.2*	--	239	37	56	9	9.4
U OF TN-CHATTANOOGA (1)	53.8	45.1	38.4	23.0	--	46.4*	--	270	33	64	3	12.1
U OF TN-MARTIN (1)	50.8	43.5	36.6	28.9	--	43.9	7.3	204	32	62	9	12.6
Doctoral												
EAST TN STATE U (1)	55.9	48.0	40.4	31.1	--	46.4	6.9	391	36	65	21	10.7
MIDDLE TN STATE U (1)	54.8	42.6	35.1	26.4	--	42.4	3.1	645	36	57	6	10.1
TN STATE U (1)	51.3	44.6	36.7	24.0	--	44.2*	--	257	36	76	13	10.3
TN TECHNOLOGICAL U (1)	57.7	44.5	36.4	26.1	--	46.2	5.6	373	25	77	1	11.6
U OF MEMPHIS (1)	61.3	47.4	39.9	26.6	--	48.4	6.8	725	31	67	4	10.7
U OF TN-KNOXVILLE (1)	64.1	49.2	43.4	29.7	--	54.4*	--	1,074	24	74	19	14.3
U OF TN-MEMPHIS (1)	--	+	--	--	--	+*	--	2	100	100	99	3.0
Private Institutions												
AA												
AQUINAS C (1)	--	--	--	--	29.7	29.7	5.3	20	65	0	0	6.0
FORT SANDERS SCHL OF NURSING (1)	--	--	--	--	36.0	36.0*	--	5	80	0	38	4.1
HIWASSEE C (1)	28.0	+	21.5	--	--	24.0*	0.4	19	53	68	14	4.6
KNOXVILLE C-MORRISTOWN CAMPUS (4)	--	--	+	--	+	+*	--	2	50	--	0	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
BRYAN C (1)	29.4	27.1	24.2	- -	- -	27.0*	-1.5	27	15	33	0	7.5
CRICHTON C (1)	33.6	31.5	+	- -	- -	32.6*	2.1	14	29	0	0	4.6
FREE WILL BAPTIST BIBLE C (1)	- -	- -	- -	- -	27.3	27.3	5.0	17	18	0	0	5.9
KING C (1)	30.6	26.8	24.4	- -	- -	27.2*	- -	37	30	0	0	6.7
KNOXVILLE C (4)	43.9	35.6	30.5	- -	- -	35.6*	- -	46	35	- -	0	- -
LAMBUTH U (1)	33.2	29.7	30.4	- -	- -	31.2*	- -	41	32	71	0	8.9
LANE C (1)	33.4	26.1	23.8	19.1	- -	25.0*	- -	35	34	29	0	2.2
LEE C (1)	37.2	33.7	29.8	24.4	- -	30.4*	- -	72	33	46	4	6.4
MARTIN METHODIST C (1)	26.1	+	+	17.2	- -	24.1*	4.4	20	40	35	13	6.2
MARYVILLE C (1)	46.8	38.6	32.8	27.4	- -	38.1	12.1	47	47	55	0	6.9
O'MORE C OF DESIGN (1)	- -	- -	- -	- -	+	+*	-14	4	50	0	0	2.5
SOUTHERN C OF OPTOMETRY (1)	+	- -	- -	- -	- -	+*	- -	2	0	50	95	- -
SOUTHERN C OF SEVENTH-DAY ADVENTISTS (1)	+	+	+	- -	- -	+*	10.4	4	75	0	96	10.2
TN WESLEYAN C (1)	22.6	+	22.3	- -	- -	22.5*	-10	11	9	27	58	4.8
TRI-STATE BAPTIST C (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
BA+												
AMERICAN BAPTIST C (1)	13.9	+	+	- -	- -	13.9*	- -	5	40	20	38	- -
BELMONT U (1)	45.4	37.7	33.8	25.1	- -	37.3	0.4	126	38	50	16	7.7
BETHEL C (1)	31.2	26.9	26.3	22.8	- -	27.1*	3.0	25	24	56	11	6.3
CARSON-NEWMAN C (1)	40.3	35.5	30.2	25.8	- -	33.1	3.7	103	39	56	12	7.3
CHRISTIAN BROTHERS U (1)	40.0	34.9	30.4	- -	- -	34.8*	0.4	91	27	51	0	8.1
CUMBERLAND U (1)	25.6	26.6	26.3	20.1	- -	22.9*	- -	44	50	0	20	4.3
DAVID LIPSCOMB U (1)	47.4	38.6	32.0	27.2	- -	37.7*	- -	104	23	51	0	8.8
FISK U (1)	40.8	32.3	29.6	23.8	- -	33.4*	4.7	60	38	57	0	5.7
FREED-HARDEMAN U (1)	39.9	34.8	30.9	22.3	- -	32.9*	5.2	63	25	60	14	7.0
JOHNSON BIBLE C (1)	29.2	28.5	+	- -	- -	28.8*	0.7	19	11	89	0	13.6
LE MOYNE-OWEN C (4)	43.4	35.6	30.5	- -	- -	36.1*	- -	56	34	- -	0	- -
LINCOLN MEMORIAL U (1)	19.8	30.0	27.3	24.2	- -	26.6*	-3.4	72	47	0	3	5.0
MEMPHIS C OF ART (1)	+	29.3	+	26.0	- -	28.2*	-0.8	14	21	0	0	6.3
MILLIGAN C (1)	41.0	34.3	30.3	- -	- -	34.9	0.4	54	41	50	2	5.5
RHODES C (1)	60.0	44.9	36.0	34.3	- -	44.3	3.1	112	37	57	1	11.1
TREVECCA NAZARENE C (1)	37.0	33.1	27.7	- -	- -	33.3*	- -	51	33	41	11	6.3
TUSCULUM C (1)	36.1	34.5	30.3	- -	- -	32.7*	5.6	27	33	19	0	5.3
UNION U (1)	40.9	36.5	33.1	29.4	- -	34.5	4.4	116	43	20	0	9.0
Doctoral												
EMMANUEL SCHL OF RELIGION (1)	31.9	+	+	- -	- -	31.9*	-0.7	9	11	67	0	20.4
HARDING GRAD SCHL OF RELIGION (1)	+	36.1	- -	- -	- -	36.1*	- -	8	0	38	0	9.6
MEHARRY MED C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MEMPHIS THEOL SEM (1)	26.0	+	+	- -	- -	26.0*	-18	10	30	50	0	4.9
MID AMERICA BAPTIST SEM (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
TN TEMPLE U (1)	+	20.9	19.1	18.7	- -	19.8*	-2.6	28	36	0	13	2.6
U OF THE SOUTH (1)	60.5	44.5	35.4	- -	- -	50.4*	3.6	102	20	72	0	14.8
VANDERBILT U (1)	83.1	54.6	44.5	29.9	- -	64.1*	- -	629	22	67	7	14.8

TEXAS

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
ALVIN CC (1)	- -	- -	- -	- -	39.6	39.6	-1.9	60	42	78	35	6.8
AMARILLO C (1)	40.2	36.7	33.1	30.1	- -	35.0	-0.3	142	55	58	22	9.8
ANGELINA C (1)	- -	- -	- -	- -	37.3	37.3	-2.6	89	52	0	0	6.8
AUSTIN CC (1)	- -	- -	- -	- -	38.7	38.7	5.6	206	42	0	22	7.7
BEE COUNTY C (1)	- -	- -	- -	- -	31.2	31.2	2.5	60	53	0	38	6.0
BLINN C (1)	- -	- -	- -	- -	36.8	36.8	2.3	111	45	0	14	10.7
BRAZOSPORT C (1)	+	+	- -	28.8	- -	28.8*	- -	13	38	15	68	3.1
BROOKHAVEN C (1)	- -	- -	- -	- -	54.7	54.7	2.6	90	53	0	0	8.5
CEDAR VALLEY C (1)	- -	- -	- -	- -	53.3	53.3	3.5	49	35	0	17	8.6
CENTRAL TX C (1)	- -	- -	- -	- -	38.0	38.0	4.9	63	56	0	47	8.7
CISCO JR C (1)	- -	- -	- -	- -	29.5	29.5	0.8	43	33	53	25	4.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
CLARENDON C (1)	--	--	--	32.5	--	32.5	–0.7	17	24	24	19	5.2
C OF THE MAINLAND (1)	47.6	43.6	35.9	--	--	41.1	1.6	63	54	52	27	2.4
COLLIN COUNTY CC-CENTRAL PARK (5)	--	--	--	--	34.1	34.1	4.5	134	51	0	0	7.5
COLLIN COUNTY CC-SPRING CREEK (2)	--	--	--	--	--	--	--	--	--	--	--	--
DEL MAR C (1)	47.0	40.4	34.7	29.7	--	38.3	2.0	240	49	70	11	9.7
EASTFIELD C (1)	--	--	--	--	60.0	60.0	2.5	100	32	0	0	8.8
EL CENTRO C (1)	--	--	--	--	53.5	53.5	2.9	134	64	0	1	8.3
EL PASO CC (1)	--	--	--	--	39.5	39.5	8.5	289	48	70	7	7.8
FRANK PHILLIPS C (1)	--	--	--	--	33.9	33.9	–2.3	25	56	0	4	4.7
GALVESTON C (1)	43.4	39.1	36.1	31.3	--	36.2*	--	52	52	63	4	6.1
GRAYSON COUNTY C (1)	--	--	--	--	35.7	35.7	–2.0	64	47	0	32	8.9
HILL C (1)	--	--	--	--	29.7	29.7	1.2	58	45	24	0	6.3
HOUSTON CC SYSTEM (1)	--	--	--	--	33.7	33.7	2.3	357	50	12	36	5.2
HOWARD COUNTY JR C DISTRICT (1)	41.0	34.6	32.2	27.9	--	32.0	–0.7	77	61	10	23	7.4
KILGORE C (1)	--	--	--	--	33.2	33.2	1.3	136	58	0	18	6.0
LAMAR U-ORANGE (1)	+	+	28.1	24.8	--	25.8*	4.0	35	71	40	0	6.1
LAMAR U-PORT ARTHUR (1)	--	+	30.7	25.2	--	25.5*	2.5	61	67	31	5	5.8
LAREDO CC (1)	--	--	--	--	36.1	36.1	1.5	155	45	75	8	10.4
LEE C (1)	--	--	--	--	40.1	40.1	5.7	152	41	0	0	9.8
MCLENNAN CC (1)	--	--	--	--	40.8	40.8	3.9	128	47	82	20	6.3
MIDLAND C (1)	--	--	--	--	37.2	37.2	4.5	70	34	0	13	10.1
MOUNTAIN VIEW C (1)	--	--	--	--	59.0	59.0	1.7	77	35	0	0	8.8
NAVARRO C (1)	--	--	--	--	34.9	34.9	8.2	65	51	0	20	8.4
NORTH CENTRAL TX C (1)	--	--	--	--	31.1	31.1	0.4	67	43	0	17	5.7
NORTH HARRIS MONTGOMERY CC (1)	40.7	32.2	30.3	--	--	38.7	3.9	258	50	78	9	6.0
NORTH LAKE C (1)	--	--	--	--	54.2	54.2	1.8	74	43	0	1	8.6
NORTHEAST TX CC (4)	--	--	--	--	38.9	38.9	--	37	46	--	10	--
ODESSA C (1)	45.0	38.1	35.4	30.3	--	37.5	–2.7	90	41	28	27	5.8
PALO ALTO C (1)	--	+	37.0	33.4	--	35.0*	1.1	70	41	43	15	9.4
PANOLA C (1)	--	--	--	--	33.3	33.3	3.2	39	56	15	25	8.2
PARIS JR C (1)	--	--	--	--	31.8	31.8	1.3	56	64	46	20	5.7
RANGER C (1)	--	--	--	--	29.0	29.0	2.0	15	40	80	46	5.0
RICHLAND C (1)	--	--	--	--	58.3	58.3	2.4	156	47	0	1	8.6
SAN ANTONIO C (1)	48.3	42.8	38.4	32.4	--	41.9	0.1	379	42	74	7	10.7
SAN JACINTO C-CENTRAL CAMPUS (5)	--	--	--	--	36.5	36.5	7.1	384	52	0	8	6.7
SAN JACINTO C-NORTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SAN JACINTO C-SOUTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTH PLAINS C (1)	41.3	37.5	31.8	26.7	--	31.7	4.8	201	47	60	9	10.0
SOUTHWEST TX JR C (1)	--	--	--	--	36.8	36.8	–1.0	56	41	52	8	6.2
ST PHILIPS C (1)	47.7	43.8	38.6	33.0	--	37.9	1.2	162	43	60	7	10.0
TARRANT COUNTY JR C (1)	43.8	43.0	40.5	35.8	--	41.0*	--	438	48	67	5	10.0
TEMPLE JR C (1)	--	--	--	--	36.7	36.7	2.7	58	45	86	22	8.2
TEXARKANA C (1)	40.7	34.7	33.1	32.3	--	36.9	1.4	78	46	88	28	6.3
TX SOUTHMOST C (1)	43.9	39.5	34.1	30.5	--	35.9*	--	126	47	75	16	10.0
TX STATE TECH C-AMARILLO CAMPUS (1)	--	--	--	--	27.7	27.7*	--	4	75	0	93	8.8
TX STATE TECH C-HARLINGEN (1)	--	--	--	--	26.1	26.1	–0.2	27	37	0	79	8.6
TX STATE TECH C-SWEETWATER (1)	--	--	--	--	+	+*	--	2	50	0	97	--
TX STATE TECH C-WACO CAMPUS (1)	--	--	--	--	30.0	30.0	8.1	42	21	0	85	8.9
TRINITY VALLEY CC (1)	--	--	--	--	35.7	35.7	2.5	89	44	0	26	9.8
TYLER JR C (1)	--	--	--	--	35.5	35.5	0.6	159	52	0	15	7.6
VERNON REGIONAL JR C (1)	--	--	--	--	31.7	31.7	–3.7	32	44	0	38	6.7
VICTORIA C (1)	--	--	--	--	37.8	37.8	–2.3	77	40	74	21	10.2
WEATHERFORD C (1)	--	--	--	--	35.1	35.1	–0.7	43	47	0	20	6.4
WESTERN TX C (1)	40.6	35.1	31.4	29.5	--	33.2	2.4	46	26	0	18	2.0
WHARTON COUNTY JR C (1)	--	--	--	--	34.3	34.3	–2.2	70	40	0	34	9.0
BA												
TX A&M U-GALVESTON (1)	66.4	40.4	40.5	28.7	--	38.8*	--	43	16	44	28	9.5
U OF HOUSTON-DOWNTOWN (1)	48.7	40.9	33.5	27.3	--	36.0*	0.5	150	41	47	4	9.7
BA+												
ANGELO STATE U (1)	48.3	42.4	36.4	27.3	--	38.8	–2.1	183	38	54	2	11.8
EAST TX STATE U-TEXARKANA (1)	50.5	37.6	34.4	--	--	46.5*	3.7	32	31	78	0	10.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MIDWESTERN STATE U (1)	48.7	43.3	36.2	28.7	--	40.3	0.0	158	38	50	9	10.8
PRAIRIE VIEW A&M U (1)	47.7	40.0	35.2	29.2	--	35.6*	--	199	32	36	13	10.8
SOUTHWEST TX STATE U (1)	48.2	39.9	32.5	25.7	--	37.5	0.6	578	38	54	5	7.5
SUL ROSS STATE U (1)	43.6	35.8	30.5	25.7	--	34.8*	-0.3	97	21	44	7	10.6
TARLETON STATE U (1)	43.3	38.9	33.7	26.4	--	33.5*	-2.1	179	35	41	14	10.5
TX A&M INT'L U (1)	47.8	44.5	39.1	--	--	41.9*	3.0	74	32	26	9	12.1
THE U OF TX AT BROWNSVILLE (1)	44.8	39.0	35.4	39.2	--	38.2*	4.5	51	45	53	0	9.8
THE U OF TX AT TYLER (4)	53.4	43.5	36.9	31.7	--	42.3	--	128	48	--	3	12.8
THE U OF TX OF THE PERMIAN BASIN (1)	46.5	40.2	34.4	31.7	--	38.0*	--	74	30	45	0	6.8
U OF HOUSTON-CLEAR LAKE (1)	58.2	48.3	40.7	29.7	--	47.6*	--	171	37	65	2	12.4
U OF HOUSTON-VICTORIA (1)	46.6	41.8	31.5	--	--	39.6*	4.1	25	36	40	17	6.4
WEST TX A&M U (1)	45.4	38.3	32.8	27.6	--	35.9	-7.5	192	39	52	5	10.1
Doctoral												
EAST TX STATE U (1)	50.0	39.3	36.2	31.7	--	42.7	1.5	232	28	66	6	11.8
LAMAR U-BEAUMONT (1)	48.1	38.1	33.4	27.9	--	36.3	0.5	316	34	63	1	7.0
SAM HOUSTON STATE U (1)	50.6	41.1	34.5	29.9	--	41.9*	--	357	27	66	3	9.1
STEPHEN F AUSTIN STATE U (1)	45.6	38.4	34.0	24.6	--	36.1	-2.5	354	34	55	8	9.7
TX A&M U (1)	61.1	44.1	38.1	24.7	--	45.6	3.5	697	21	64	54	12.5
TX A&M U-CORPUS CHRISTI (1)	46.6	41.1	34.8	27.0	--	39.7*	--	171	40	43	2	11.6
TX A&M U-KINGSVILLE (1)	47.7	40.5	36.2	24.1	--	40.2	3.9	181	21	72	5	10.8
TX SOUTHERN U (1)	56.9	44.9	37.6	33.8	--	45.0	6.0	253	37	66	4	7.0
TX TECH U (1)	62.7	43.7	36.9	26.5	--	47.3	1.5	753	24	65	2	12.7
TX TECH U HLTH SCIENCES CTR (1)	+	+	--	--	--	+*	--	2	50	50	97	--
TX WOMAN'S U (1)	52.9	42.1	34.9	30.4	--	40.8	5.2	374	75	51	0	10.0
U OF TX AT ARLINGTON (1)	59.3	44.0	36.6	28.7	--	46.0	1.0	644	26	69	0	11.9
U OF TX AT AUSTIN (1)	74.3	48.5	43.7	36.5	--	58.7	1.7	2,111	24	69	0	13.7
U OF TX AT DALLAS (1)	67.0	50.3	45.5	--	--	56.6*	1.4	207	13	74	0	13.6
U OF TX AT EL PASO (1)	53.9	42.7	37.2	26.7	--	42.0*	--	461	26	55	0	12.2
U OF TX AT SAN ANTONIO (1)	55.6	45.3	39.0	42.5	--	45.6*	--	327	28	63	0	12.7
U OF TX HLTH SCIENCE CTR (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF TX HLTH SCI-SAN ANTONIO (1)	59.0	49.3	39.3	29.1	+	41.6*	-5.0	71	93	31	83	9.6
U OF TX MED BRNCH-GALVESTON (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF TX SW MED CTR-DALLAS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF TX-PAN AMERICAN (1)	55.9	46.1	37.0	29.2	--	40.0	8.9	370	35	45	0	10.9
U OF HOUSTON-U PARK (1)	68.6	46.4	41.4	29.6	--	52.6	0.2	821	25	65	6	11.6
U OF NORTH TX (1)	55.6	43.6	38.2	27.3	--	44.2*	--	738	27	61	0	9.4
Private Institutions												
AA												
JACKSONVILLE C-MAIN CAMPUS (5)	--	--	--	--	23.0	23.0	5.1	12	33	0	20	4.9
LON MORRIS C (4)	--	--	--	--	23.8	23.8	--	20	55	--	0	8.4
BA												
AMBASSADOR U (1)	+	40.6	33.7	26.2	--	33.2*	4.2	25	28	0	58	6.7
ARLINGTON BAPTIST C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DALLAS CHRISTIAN C (1)	+	+	--	--	--	+*	2.0	5	40	0	0	7.9
HOWARD PAYNE U (1)	36.0	31.7	28.3	25.2	--	30.9	6.4	60	38	20	33	8.5
HUSTON-TILLOTSON C (1)	32.3	28.1	27.4	25.9	--	28.5	7.7	36	47	22	5	3.7
INDEPENDENT BAPTIST C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
INT'L BIBLE C (3)	--	--	--	--	--	--*	--	0	--	--	--	--
JARVIS CHRISTIAN C (1)	33.0	29.3	25.8	20.6	--	25.9*	4.7	37	27	14	3	6.6
MCMURRY U (1)	38.8	33.3	30.9	24.2	--	34.4*	2.0	68	25	66	0	6.8
NORTHWOOD U (1)	--	29.9	+	--	--	29.9*	--	8	38	0	0	7.1
PAUL QUINN C (1)	28.3	30.0	26.6	20.7	25.1	24.5*	-3.4	43	33	0	0	--
SCHREINER C (1)	36.1	31.2	26.3	--	--	32.6*	7.6	29	34	38	17	6.3
SWESTERN ASSEMB OF GOD C (1)	31.5	28.5	+	22.5	--	28.7*	11.5	21	48	43	0	8.2
SOUTHWESTERN CHRISTIAN C (1)	--	+	17.4	--	--	17.4*	-3.1	13	31	100	0	6.3
SOUTHWESTERN U (1)	61.7	48.1	38.4	--	--	48.4*	--	85	38	64	2	11.7
TX CHIROPRACTIC C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TX C (4)	29.2	24.8	22.2	19.6	--	22.4*	--	38	32	--	0	4.2
TX LUTHERAN C (1)	46.4	37.4	32.0	24.8	--	37.4*	--	62	34	63	0	7.7
WILEY C (1)	--	28.4	26.6	23.1	--	25.7*	--	25	32	0	26	3.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
AMBER U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
AUSTIN C (1)	52.6	40.1	32.8	--	--	43.5*	1.7	83	23	67	2	10.1
CONCORDIA LUTHERAN C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CRISWELL C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
DALLAS BAPTIST U (1)	40.3	32.9	33.4	--	--	36.6*	7.7	41	41	15	37	8.8
EAST TX BAPTIST U (1)	39.6	34.3	34.7	28.7	--	34.5*	--	61	30	23	2	8.4
EPISCOPAL THEOL SEM OF THE SW (1)	--	--	--	--	--	--*	--	0	--	--	100	--
HARDIN-SIMMONS U (1)	39.1	33.6	30.4	25.3	--	34.1*	--	82	30	65	2	8.5
HOUSTON BAPTIST U (1)	39.8	36.7	32.3	27.5	--	34.9	0.6	79	42	1	29	6.1
INCARNATE WORD C (1)	36.7	33.8	33.8	29.5	+	33.9*	9.0	116	56	41	18	4.4
LETOURNEAU U (1)	40.9	35.7	32.4	27.6	--	35.5*	0.9	55	11	56	0	9.9
LUBBOCK CHRISTIAN U (1)	36.2	29.8	26.9	26.6	--	30.9*	--	62	39	50	0	7.4
OBLATE SCHL OF THEOLOGY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SAINT EDWARDS U (1)	47.4	39.8	33.1	--	--	38.8*	--	87	32	39	2	6.9
SOUTHWESTERN ADVENTIST C (1)	--	+	+	--	--	+*	--	5	60	0	89	3.2
TX WESLEYAN U (4)	46.9	55.1	30.7	28.1	--	45.2	--	96	26	--	0	10.8
TRINITY U (1)	72.0	49.6	39.6	--	--	57.8*	4.8	216	23	76	0	13.9
U OF CENTRAL TX (1)	+	--	--	--	--	+*	--	1	0	0	95	--
U OF MARY HARDIN BAYLOR (1)	40.6	34.5	28.7	25.6	--	33.7	2.3	78	44	27	5	6.7
WAYLAND BAPTIST U (1)	43.6	30.9	26.7	25.4	--	29.9*	--	42	38	0	35	8.2
Doctoral												
ABILENE CHRISTIAN U (1)	43.0	37.1	34.6	25.0	--	38.2	1.9	164	18	70	0	11.2
AUSTIN PRESBYTERIAN THEOL SEM (1)	72.3	62.5	54.3	--	--	63.0*	27.7	15	20	47	0	12.5
BAYLOR C OF DENTISTRY (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BAYLOR U (1)	63.6	49.2	40.3	31.0	--	49.0*	--	599	34	57	0	13.6
DALLAS THEOL SEM (1)	39.9	36.9	32.3	--	--	38.8*	--	36	6	75	0	10.3
OUR LADY OF THE LAKE U-SAN ANTONIO (1)	51.6	42.1	35.3	28.8	--	39.5*	--	94	45	24	11	6.5
RICE U (1)	84.2	55.8	49.0	32.2	--	68.9*	--	428	18	74	0	16.2
SAINT MARYS U (1)	65.7	49.7	38.3	--	--	51.9*	2.2	172	27	44	0	7.9
SOUTHERN METHODIST U (1)	76.4	51.1	45.5	27.7	--	55.7*	--	483	24	63	0	13.8
SOUTHWESTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TX CHRISTIAN U (1)	67.8	49.7	43.8	37.6	--	53.2*	--	335	33	67	0	12.2
U OF DALLAS (1)	47.2	40.6	33.8	--	26.5	39.2*	--	78	23	65	21	10.2
U OF SAINT THOMAS (1)	43.6	43.0	34.9	--	--	39.4*	--	102	37	49	0	10.1

UTAH

Public Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
C OF EASTERN UT (1)	--	--	--	--	33.8	33.8	7.9	70	29	34	9	11.7
DIXIE C (1)	--	--	--	--	31.9	31.9	4.2	77	31	55	0	12.8
SALT LAKE CC (1)	39.3	35.3	31.8	29.2	--	32.7	4.7	309	45	33	1	12.4
SNOW C (1)	43.3	38.0	31.8	26.3	--	33.4*	5.5	83	22	46	0	13.1
BA												
UT VALLEY STATE C (1)	37.1	34.9	33.9	31.5	--	34.1	5.7	226	30	45	0	10.3
BA+												
SOUTHERN UT U (1)	46.3	36.3	32.3	25.8	--	36.5	9.0	155	27	50	0	13.8
WEBER STATE U (1)	49.3	39.3	35.1	28.2	31.1	40.7*	--	422	34	54	4	13.3
Doctoral												
U OF UT (1)	64.9	45.7	40.4	30.0	--	52.6*	--	832	28	67	8	15.9
UT STATE U (1)	50.0	41.6	36.3	29.9	--	40.7	3.8	413	29	55	35	14.4

Private Institutions

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
AA												
LATTER DAY SAINTS BUSINESS C (1)	--	--	--	--	33.7	33.7	1.4	14	50	0	13	13.1
BA+												
WESTMINSTER C OF SALT LAKE CITY (1)	45.8	38.1	33.4	--	--	37.5*	4.7	84	50	0	0	9.7
Doctoral												
BRIGHAM YOUNG U (1)	61.1	46.6	38.9	30.7	32.1	48.7	2.3	1,059	18	62	24	16.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
VERMONT												
Public Institutions												
BA												
VT TECH C (1)	40.2	31.8	29.1	- -	- -	32.2*	- -	66	29	53	1	11.4
BA+												
CASTLETON STATE C (1)	43.8	35.8	30.5	- -	- -	36.5*	1.4	88	32	60	2	12.7
JOHNSON STATE C (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LYNDON STATE C (1)	42.3	35.8	28.7	- -	- -	36.0*	- -	60	22	67	0	10.2
Doctoral												
U OF VT & STATE AGRL COLL (1)	60.9	46.1	37.2	31.1	35.9	46.9*	- -	515	34	64	8	13.0
Private Institutions												
AA												
LANDMARK C (1)	- -	- -	- -	- -	21.8	21.8	8.1	28	57	0	66	6.4
STERLING C (1)	- -	- -	- -	- -	16.0	16.0*	- -	5	40	0	50	3.4
BA												
CHAMPLAIN C (1)	41.8	37.6	31.5	- -	+	37.0*	2.1	50	52	0	0	12.3
GREEN MOUNTAIN C (1)	41.9	34.8	29.8	24.9	- -	34.9*	0.9	31	32	0	0	8.7
SOUTHERN VT C (1)	- -	- -	- -	- -	23.0	23.0	2.9	21	43	0	5	5.1
BA+												
BENNINGTON C (1)	- -	- -	- -	- -	37.4	37.4	2.4	45	24	0	0	7.0
C OF SAINT JOSEPH (1)	+	+	27.5	- -	- -	27.5*	-0.5	11	27	0	15	9.8
GODDARD C (4)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
MARLBORO C (1)	- -	- -	- -	- -	29.9	29.9	9.0	33	33	73	0	6.0
NORWICH U (1)	43.9	36.1	31.9	- -	- -	38.8*	- -	143	27	76	0	11.7
SAINT MICHAELS C (1)	52.8	42.0	35.7	24.0	- -	42.6*	- -	126	32	71	0	14.7
SCHL FOR INT'L TRAINING (1)	+	+	+	- -	- -	+*	3.0	6	83	0	88	6.3
TRINITY C OF VT (1)	38.7	32.0	28.6	29.2	- -	31.3*	- -	37	51	0	12	5.6
Doctoral												
MIDDLEBURY C (1)	71.8	51.6	40.4	38.8	- -	53.6	4.8	188	31	52	0	14.5
VIRGINIA												
Public Institutions												
AA												
BLUE RIDGE CC (1)	42.5	39.3	32.6	27.8	- -	35.7*	- -	37	43	11	5	8.9
CENTRAL VA CC (1)	43.7	39.9	34.2	- -	- -	39.1*	- -	62	42	13	0	9.5
DABNEY S LANCASTER CC (1)	+	43.6	32.0	29.6	- -	34.2*	4.0	28	43	25	7	8.9
DANVILLE CC (1)	43.1	37.7	33.9	28.5	- -	36.4*	4.1	54	28	19	0	9.0
EASTERN SHORE CC (1)	- -	39.4	+	27.1	- -	33.3*	7.4	13	38	8	13	8.4
GERMANNA CC (1)	43.3	36.5	31.0	- -	+	36.9*	3.7	38	47	3	3	9.0
J SARGEANT REYNOLDS CC (1)	45.0	39.7	34.0	29.3	+	37.3*	- -	152	43	1	0	9.2
JOHN TYLER CC (1)	42.6	36.7	32.3	31.1	- -	35.0*	- -	65	52	11	0	8.9
LORD FAIRFAX CC (1)	39.4	34.8	31.2	- -	- -	33.6*	- -	37	32	0	0	8.6
MOUNTAIN EMPIRE CC (1)	40.3	37.3	33.3	29.6	- -	35.5*	4.8	48	33	0	0	8.9
NEW RIVER CC (1)	44.3	39.8	32.9	29.7	- -	34.9*	- -	59	46	8	0	8.9
NORTHERN VA CC (1)	45.6	40.4	35.7	31.6	+	39.3*	- -	496	50	7	0	9.6
PATRICK HENRY CC (1)	40.1	35.9	33.2	27.2	- -	33.6	1.6	37	51	0	0	8.6
PAUL D CAMP CC (1)	+	36.3	33.8	- -	+	35.5*	-0.6	24	38	0	0	8.7
PIEDMONT VA CC (1)	41.2	37.5	32.1	- -	- -	36.9*	3.6	52	54	0	4	9.1
RAPPAHANNOCK CC (1)	+	40.3	34.5	28.1	- -	35.3*	5.3	26	46	0	4	8.9
RICHARD BLAND C OF WLM & MARY (1)	44.9	38.5	+	27.5	- -	38.9*	3.1	34	41	82	0	9.2
SOUTHSIDE VA CC (1)	37.9	35.2	33.5	28.3	+	33.6*	4.3	50	42	0	7	8.5
SOUTHWV CC (1)	41.6	41.0	35.9	29.1	- -	36.5*	- -	66	36	15	20	9.1
THOMAS NELSON CC (1)	45.0	37.7	33.3	28.2	+	35.6*	- -	108	45	8	0	8.9
TIDEWATER CC (1)	40.9	37.6	32.4	27.9	- -	35.5	3.2	242	44	2	7	8.9
VA HIGHLANDS CC (1)	39.9	37.4	33.8	27.8	- -	36.0	4.9	56	52	5	0	9.0
VA WESTERN CC (1)	43.5	39.5	35.7	29.9	- -	38.4*	- -	90	47	19	2	9.4
WYTHEVILLE CC (1)	42.1	37.2	32.0	26.9	- -	34.7	3.1	51	49	18	0	8.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
U OF VA-CLINCH VALLEY C (1)	45.3	36.1	32.4	- -	- -	37.9*	5.8	55	31	51	5	9.2
VA MILITARY INST (1)	55.6	45.4	36.7	- -	- -	49.3*	3.9	95	9	68	2	13.1
BA+												
CHRISTOPHER NEWPORT U (1)	53.2	46.7	37.6	27.9	- -	43.1	4.7	173	34	45	0	10.8
JAMES MADISON U (1)	52.9	45.6	37.6	29.7	- -	45.0	3.5	478	33	67	8	11.8
LONGWOOD C (1)	50.6	43.3	35.5	30.9	- -	41.4	5.3	153	37	63	0	10.7
MARY WA C (1)	50.5	41.2	34.0	32.8	- -	41.6	3.5	162	35	65	2	10.5
NORFOLK STATE U (1)	51.0	45.0	36.3	30.2	- -	42.1*	- -	283	44	37	10	11.3
RADFORD U (1)	47.3	40.3	36.3	27.7	- -	38.4	-4.6	280	55	53	2	12.3
VA STATE U (1)	48.2	42.2	40.1	31.5	- -	41.5	4.4	149	32	52	11	10.5
Doctoral												
C OF WILLIAM & MARY (1)	67.4	50.0	39.0	29.0	- -	51.9	1.9	413	28	61	14	12.7
GEORGE MASON U (1)	74.5	51.9	42.3	34.9	- -	55.9	1.3	610	33	65	10	12.9
OLD DOMINION U (1)	61.9	45.9	39.2	31.3	+	46.2*	- -	585	29	58	8	11.9
U OF VA-MAIN CAMPUS (1)	73.6	50.7	42.6	35.7	- -	58.1	2.5	863	22	69	13	14.2
VA COMMONWEALTH U (1)	63.1	49.7	40.5	31.9	- -	50.9*	- -	527	31	71	32	12.1
VA POLYTECH INST & STATE UNIV (1)	68.6	48.4	43.8	25.0	- -	53.3	3.4	967	22	72	34	12.5
Private Institutions												
AA												
COMM HOSP OF ROANOKE VALLEY COLL OF HLTH SCI (1)	- -	+	31.3	- -	+	31.3*	-2.2	14	93	0	42	5.6
JOHNSON & WALES U-NORFOLK (1)	- -	+	+	24.7	- -	24.7*	- -	12	33	0	0	5.4
SOUTHERN VA C FOR WOMEN (1)	- -	- -	- -	- -	23.5	23.5	6.9	13	77	0	0	3.4
BA												
ATLANTIC BAPTIST BIBLE C INC (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
BLUEFIELD C (1)	38.4	36.2	30.0	26.6	- -	32.4*	- -	34	21	0	0	- -
BRIDGEWATER C (1)	47.1	39.5	33.6	- -	- -	41.2*	5.3	60	18	85	3	9.8
CHRISTENDOM C (1)	+	43.1	30.3	- -	- -	37.4*	12.7	12	17	0	0	9.4
EMORY & HENRY C (1)	46.4	37.3	29.2	- -	- -	36.6*	1.2	59	25	66	0	7.3
FERRUM C (1)	41.9	34.9	30.9	24.5	- -	36.0	1.8	65	40	75	2	7.6
HAMPDEN-SYDNEY C (1)	54.9	40.3	35.1	23.3	- -	42.2*	- -	84	19	62	0	8.7
LIFE BIBLE C-EAST (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
RANDOLPH-MACON C (1)	54.6	41.4	33.4	28.7	- -	41.2*	- -	79	33	61	0	8.9
ROANOKE C (1)	51.3	42.3	34.9	- -	- -	42.9	4.1	90	36	80	0	11.2
SAINT PAULS C (1)	31.4	28.3	27.2	25.8	- -	27.9*	-3.1	30	20	23	6	4.8
SWEET BRIAR C (1)	55.1	44.3	37.2	- -	- -	47.7*	- -	67	46	78	0	9.8
VA INTERMONT C (1)	33.2	32.3	28.5	- -	- -	31.0	5.0	33	36	52	6	7.5
VA WESLEYAN C (1)	54.1	44.4	35.4	33.5	- -	44.0*	- -	71	38	41	0	10.5
WA & LEE U (1)	77.8	55.2	46.1	- -	- -	66.9	4.0	166	17	82	0	15.2
BA+												
AVERETT C (1)	39.5	33.8	28.5	26.4	- -	34.0*	- -	50	34	64	0	7.8
EASTERN MENNONITE U (1)	41.7	34.4	30.4	25.2	- -	34.3	5.6	65	28	58	0	8.2
HOLLINS C (1)	52.0	42.0	33.3	28.4	- -	41.9*	- -	67	46	64	0	12.2
INST OF TEXTILE TECHNOLOGY (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
LYNCHBURG C (1)	47.8	40.4	32.9	- -	- -	40.8*	- -	128	36	68	0	9.2
MARY BALDWIN C (1)	43.2	38.3	29.7	- -	- -	36.6	-0.7	55	47	64	23	8.5
MARYMOUNT U (1)	48.5	40.4	36.1	- -	- -	42.2	-0.9	93	63	49	17	6.6
RANDOLPH-MACON WOMAN'S C (1)	51.0	42.0	34.9	- -	- -	42.8*	- -	63	49	75	0	11.1
ROCKINGHAM MEMORIAL HOSP SCHL OF MED TECHN (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
SHENANDOAH U (1)	44.9	39.8	34.3	- -	- -	40.2*	4.3	72	40	21	27	8.3
U OF RICHMOND (1)	74.9	56.1	44.0	- -	- -	59.6	5.5	228	27	69	0	14.3
Doctoral												
HAMPTON U (1)	48.9	39.7	33.2	29.0	- -	36.7	5.5	263	45	32	13	5.1
LIBERTY U (1)	43.0	35.7	29.1	24.1	- -	34.6	3.8	125	38	0	7	5.0
PRESBY SCHL OF CHRISTIAN ED (1)	44.2	+	+	- -	- -	44.2*	-8.9	7	100	57	13	10.5
PROTESTANT EPISC THEOL SEM IN VA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -
REGENT U (1)	60.1	46.2	49.5	- -	- -	53.1*	16.2	62	13	60	0	10.4
UNION THEOL SEM IN VA (1)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	100	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
VA UNION U (1)	+	35.7	27.3	23.9	--	27.7*	--	76	49	11	0	6.1
WASHINGTON												
Public Institutions												
AA												
BATES TECH C (1)	--	--	--	42.9	--	42.9	--	15	80	67	87	11.3
BELLEVUE CC (1)	--	--	--	--	40.0	40.0	2.8	107	47	75	0	10.4
BELLINGHAM TECH C (1)	--	--	--	--	40.4	40.4	--	35	40	60	10	11.0
BIG BEND CC (1)	--	--	--	--	38.2	38.2	0.1	42	38	76	0	10.3
CENTRALIA C (1)	--	--	--	--	37.9	37.9	-0.3	63	33	87	5	10.3
CLARK C (1)	--	--	--	--	37.0	37.0	0.0	131	44	79	0	10.0
CLOVER PARK TECH C (1)	--	--	--	--	32.6	32.6*	--	10	90	60	92	9.6
COLUMBIA BASIN C (1)	--	--	--	--	35.5	35.5	-2.9	85	38	75	2	9.4
EDMONDS CC (1)	--	--	--	--	38.2	38.2	-0.4	95	48	77	25	10.1
EVERETT CC (1)	--	--	--	--	37.8	37.8	-0.5	101	37	87	0	10.5
GRAYS HARBOR C (1)	--	--	--	--	37.9	37.9	2.6	46	35	67	0	10.1
GREEN RIVER CC (1)	--	--	--	--	40.7	40.7	-0.6	107	34	79	0	10.6
HIGHLINE CC (1)	--	--	--	--	38.1	38.1	0.6	116	48	78	0	10.3
LAKE WA TECH C (1)	--	--	--	--	34.5	34.5	--	56	43	0	0	9.7
LOWER COLUMBIA C (1)	--	--	--	--	40.4	40.4	8.5	72	38	83	0	10.0
NORTH SEATTLE CC (1)	--	--	--	--	36.8	36.8	-0.2	105	44	77	0	9.9
OLYMPIC C (1)	--	--	--	--	37.9	37.9	-1.0	91	43	78	0	10.2
PENINSULA C (1)	--	--	--	--	34.7	34.7	-3.1	54	43	54	11	9.0
PIERCE C (1)	--	--	--	--	34.9	34.9	-2.7	87	43	78	1	10.1
RENTON TECH C (1)	--	--	--	--	34.7	34.7	-1.9	65	48	63	0	9.6
SEATTLE CENTRAL CC (1)	--	--	--	--	35.4	35.4	-3.8	147	49	64	0	9.6
SEATTLE CC-SOUTH CAMPUS (1)	--	--	--	--	35.8	35.8	-3.3	79	28	72	0	9.7
SHORELINE CC (1)	--	--	--	--	38.8	38.8	-0.9	136	52	85	0	10.5
SKAGIT VALLEY C (1)	--	--	--	--	35.0	35.0	-1.3	88	49	81	1	9.7
SOUTH PUGET SOUND CC (1)	--	--	--	--	34.7	34.7	-1.6	69	48	68	0	9.5
SPOKANE CC (1)	--	--	--	--	38.6	38.6	0.8	179	35	92	0	11.0
SPOKANE FALLS CC (1)	--	--	--	--	38.4	38.4	1.2	131	37	82	0	11.1
TACOMA CC (1)	--	--	--	--	38.8	38.8	-0.8	82	48	78	0	10.1
WALLA WALLA CC (1)	--	--	--	--	36.7	36.7	1.2	77	45	71	14	9.8
WENATCHEE VALLEY C (1)	--	--	--	--	34.1	34.1	-1.7	53	47	81	0	9.5
WHATCOM CC (1)	--	--	--	--	34.1	34.1	0.1	30	57	77	0	9.5
YAKIMA VALLEY CC (1)	--	--	--	--	39.8	39.8	-1.1	104	41	61	0	10.2
BA+												
CENTRAL WA U (1)	49.3	36.7	33.9	30.8	--	42.4	-1.4	317	26	72	2	10.2
EASTERN WA U (1)	48.0	41.7	35.2	22.1	--	43.3*	--	341	27	71	1	10.6
EVERGREEN STATE C (1)	--	--	--	--	42.1	42.1	-2.2	164	41	0	0	10.9
U OF WA-BOTHELL BRANCH (1)	+	+	40.8	--	--	40.8*	8.4	20	35	25	13	10.6
U OF WA-TACOMA BRANCH (1)	57.9	37.6	40.4	--	--	44.5*	14.7	22	45	50	12	11.4
WESTERN WA U (1)	53.6	44.1	36.6	34.9	--	46.1*	--	385	26	77	1	12.9
Doctoral												
U OF WA (1)	67.2	47.5	41.9	37.9	29.1	55.2*	--	1,360	24	73	28	13.0
WA STATE U (1)	60.0	44.8	39.7	28.2	--	46.8*	--	714	30	58	26	10.4
Private Institutions												
AA												
HOLY FAMILY HOSP SCHL OF RADIOLOGIC TECHN (3)	--	--	--	--	--	--*	--	0	--	--	--	--
BA												
COGSWELL C NORTH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CORNISH C OF THE ARTS (1)	--	--	--	--	18.9	18.9	-6.6	14	36	0	0	4.1
LUTHERAN BIBLE INST OF SEATTLE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
NW C OF THE ASSEMBLIES OF GOD (1)	38.5	33.3	29.8	28.4	--	32.6*	1.2	28	25	50	18	7.2
PUGET SOUND CHRISTIAN C (1)	+	25.2	+	--	--	25.2*	0.4	6	17	100	0	18.8
WHITMAN C (1)	59.3	46.0	36.4	--	--	48.6	2.1	97	24	75	0	12.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
ANTIOCH U-SEATTLE BRANCH (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BASTYR C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
CITY U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
FULLER THEOL SEM IN WA (2)	--	--	--	--	--	--	--	--	--	--	--	--
GOLDEN GATE U-SEATTLE (3)	--	--	--	--	--	--	--	--	--	--	--	--
HERITAGE C (1)	--	--	+	--	--	+*	-9.0	4	25	0	86	6.4
NORTHWEST BAPTIST SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
PACIFIC LUTHERAN U (1)	49.3	41.9	35.7	--	--	42.7	2.0	221	37	70	4	10.8
SAINT MARTINS C (1)	41.2	35.9	32.1	--	--	34.7*	--	53	28	64	0	8.6
U OF PUGET SOUND (1)	65.1	49.2	41.0	--	--	54.0	4.6	177	33	61	0	14.2
WALLA WALLA C (1)	34.3	32.4	31.4	26.5	--	32.3*	3.7	117	27	58	0	7.1
WA BAPTIST C OF BIBLICAL EDUC (3)	--	--	--	--	--	--*	--	0	--	--	--	--
WHITWORTH C (1)	46.6	37.0	32.0	18.5	--	36.1	0.6	88	34	53	10	8.8
Doctoral												
GONZAGA U (1)	62.6	43.7	36.5	30.7	--	43.9	2.5	242	30	50	9	10.1
SEATTLE PACIFIC U (1)	49.2	41.5	35.6	29.3	--	42.4*	--	141	37	62	0	12.7
SEATTLE U (1)	70.5	50.2	43.3	37.6	--	51.7	12.8	276	38	51	2	11.1
WEST VIRGINIA												
Public Institutions												
AA												
POTOMAC STATE C OF WV U (1)	42.6	32.9	23.6	16.4	--	32.5*	--	34	29	71	11	8.3
SOUTHERN WV CC (1)	42.5	32.7	28.4	24.9	--	30.2	7.4	56	50	55	0	7.3
WV NORTHERN CC (1)	38.1	28.2	24.7	20.4	--	30.2*	1.5	62	60	66	7	7.7
BA												
BLUEFIELD STATE C (1)	41.8	32.5	28.0	24.0	--	32.3*	--	84	40	56	0	7.7
CONCORD C (1)	41.0	34.8	26.4	21.3	--	31.4	-3.9	94	31	43	6	11.6
FAIRMONT STATE C (1)	54.5	37.6	32.9	27.7	--	40.4	11.9	173	35	63	3	8.7
GLENVILLE STATE C (1)	39.2	33.2	28.2	26.3	--	30.9*	0.0	72	32	47	5	7.4
SHEPHERD C (1)	42.6	36.3	32.0	30.4	--	35.6*	2.1	114	32	63	2	8.1
WEST LIBERTY STATE C (1)	42.5	33.4	26.3	22.7	--	35.1*	3.2	128	34	73	0	8.3
WV STATE C (1)	41.5	35.2	30.3	25.0	--	32.3*	--	140	49	45	4	8.4
WV U AT PARKERSBURG (1)	38.7	33.4	30.9	26.2	--	33.7	9.1	75	40	63	1	7.5
BA+												
WV GRAD C (1)	55.5	39.6	38.3	--	--	45.7*	-0.2	49	35	57	11	8.9
WV INST OF TECHNOLOGY (1)	41.4	34.5	31.7	27.9	--	36.8*	--	123	27	76	4	8.6
Doctoral												
MARSHALL U (1)	48.2	39.8	31.8	22.5	--	39.9	2.3	385	34	67	2	8.9
WV U (1)	55.0	44.2	37.1	26.8	--	44.9*	--	692	28	59	22	9.0
Private Institutions												
BA												
APPALACHIAN BIBLE C (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BETHANY C (1)	41.5	41.4	29.0	--	--	35.8*	--	50	32	70	0	10.7
DAVIS & ELKINS C (1)	36.7	29.8	26.9	23.1	--	29.8*	--	52	46	48	0	9.6
OH VALLEY C (1)	33.6	28.6	27.7	--	--	30.0*	11.3	13	23	54	24	5.1
THE C OF WV (1)	+	26.0	25.8	--	25.4	25.6*	-8.2	33	48	0	18	4.1
BA+												
ALDERSON BROADDUS C (1)	39.1	33.0	28.9	26.3	--	31.3*	7.5	59	53	41	11	8.8
SALEM-TEIKYO U (1)	--	--	--	--	--	--*	--	0	--	--	100	--
THE U OF CHARLESTON (1)	39.6	37.2	31.0	--	--	35.1*	4.1	51	57	18	15	6.8
WV WESLEYAN C (1)	46.8	39.6	34.0	--	--	40.1*	3.3	76	36	55	0	11.3
WHEELING JESUIT C (1)	40.4	35.3	28.7	24.6	--	31.4*	--	58	38	55	5	6.9
WISCONSIN												
Public Institutions												
AA												
BLACKHAWK TECH C (1)	--	--	--	--	43.6	43.6	5.0	97	52	0	0	12.9
CHIPPEWA VALLEY TECH C (1)	--	--	--	--	44.1	44.1	5.1	161	43	0	12	14.3
FOX VALLEY TECH C (1)	--	--	--	--	43.2	43.2	5.0	189	50	0	32	14.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
GATEWAY TECH C (1)	--	--	--	--	46.6	46.6	6.8	230	57	0	0	18.1
LAKESHORE VOC/TECH ADLT ED DIST (1)	--	--	--	--	45.5	-45.5	4.1	84	45	0	20	16.0
MID-STATE TECH C-MAIN CAMPUS (1)	--	--	--	--	42.8	42.8	3.2	72	42	0	4	15.4
MILWAUKEE AREA TECH C (1)	--	--	--	--	52.6	52.6	5.0	615	47	0	0	17.0
MORAINE PARK TECH C (1)	--	--	--	--	43.8	43.8	4.2	125	46	0	10	16.0
NICOLET AREA TECH C (1)	--	--	--	--	43.6	43.6	7.0	62	42	100	18	15.3
NORTHCENTRAL TECH C (1)	--	--	--	--	45.5	45.5	4.0	139	41	0	0	14.0
NORTHEAST WI TECH C (1)	--	--	--	--	42.9	42.9	0.8	179	39	0	13	14.6
SOUTHWEST WI TECH C (1)	--	--	--	--	37.4	37.4	-13	67	58	0	18	12.9
U OF WI CTRS (1)	48.5	41.0	33.8	28.7	--	40.1*	--	338	27	80	0	12.4
WAUKESHA COUNTY TECH C (1)	--	--	--	--	42.1	42.1	-4.5	207	52	0	0	12.1
WESTERN WI TECH C (1)	--	--	--	--	40.2	40.2	2.9	166	49	0	11	12.7
WI AREA VOC/TECH ADULT ED DIST 4 (1)	--	--	--	--	49.9	49.9	10.5	397	45	0	0	18.0
WI INDIANHEAD TECH C (1)	--	--	--	--	40.8	40.8	1.8	129	36	0	2	13.4
BA+												
U OF WI-EAU CLAIRE (1)	52.0	43.5	39.5	32.9	--	45.8	6.9	392	28	79	2	13.4
U OF WI-GREEN BAY (1)	52.3	43.9	37.8	30.7	--	44.1*	--	153	31	67	1	13.1
U OF WI-LA CROSSE (1)	53.7	44.3	40.6	33.0	--	45.6*	--	362	30	75	1	13.4
U OF WI-OSHKOSH (1)	56.9	45.4	38.4	32.7	--	46.3*	--	341	30	69	2	13.5
U OF WI-PARKSIDE (1)	56.1	45.8	41.3	30.5	--	46.5	6.9	160	31	66	1	13.5
U OF WI-PLATTEVILLE (1)	55.6	44.8	36.1	30.6	--	46.6	6.7	215	19	70	2	13.6
U OF WI-RIVER FALLS (1)	52.9	42.5	36.6	31.7	--	46.0*	--	224	30	76	2	13.4
U OF WI-STEVENS POINT (1)	55.1	44.6	38.1	34.0	--	46.8*	--	320	24	72	5	13.6
U OF WI-STOUT (1)	53.3	42.5	36.7	29.5	--	44.5*	7.6	292	32	68	1	13.2
U OF WI-SUPERIOR (1)	52.5	42.2	36.3	29.8	--	44.2*	--	96	25	67	1	13.1
U OF WI-WHITEWATER (1)	55.9	46.1	38.9	33.4	--	46.1*	6.5	380	32	71	1	13.5
Doctoral												
U OF WI-MADISON (1)	70.6	52.2	46.4	39.1	--	61.8*	--	1,363	25	77	14	16.0
U OF WI-MILWAUKEE (1)	64.3	50.4	44.4	33.2	--	53.1*	--	764	31	75	3	14.7
Private Institutions												
AA												
MADISON JR C OF BUSINESS (1)	--	--	--	--	--	--*	--	0	--	--	100	--
BA												
BELLIN C OF NURSING (1)	--	+	39.1	--	--	39.1*	--	17	100	0	0	9.8
COLUMBIA C OF NURSING (1)	+	37.7	30.9	--	--	33.3*	--	16	94	31	0	9.4
MILWAUKEE INST OF ART DESIGN (1)	--	--	--	--	37.5	37.5	3.4	22	23	0	0	8.6
MOUNT SENARIO C (1)	+	+	22.0	--	--	22.0*	1.1	23	39	0	21	4.4
NORTHLAND BAPTIST BIBLE C (4)	+	+	+	--	--	+*	--	5	20	--	0	--
NORTHLAND C (1)	38.0	28.9	26.8	--	--	33.1*	--	42	19	69	0	7.6
NORTHWESTERN C (1)	26.2	--	--	--	--	26.2	5.0	15	0	0	0	13.5
RIPON C (1)	50.2	39.0	33.1	--	--	42.6*	--	64	27	75	0	10.4
WI LUTHERAN C (1)	37.4	35.1	28.6	--	--	31.0*	--	24	25	0	0	11.0
BA+												
ALVERNO C (1)	42.7	35.3	28.8	--	--	31.9	1.8	109	71	54	4	5.9
BELOIT C (1)	52.7	46.4	36.5	31.9	--	45.1	-0.3	87	25	64	0	15.0
CARDINAL STRITCH C (1)	46.5	40.0	30.1	27.1	--	35.1	2.3	62	68	55	9	5.3
CARROLL C (1)	41.5	36.8	31.2	--	--	36.8	-1.8	73	30	79	0	10.3
CARTHAGE C (1)	47.0	40.0	33.0	25.1	--	38.4*	--	90	34	38	0	9.9
CONCORDIA U-WI (1)	43.3	41.0	35.8	28.9	--	36.4*	5.5	76	33	8	0	10.7
EDGEWOOD C (1)	42.5	38.0	30.8	--	--	36.9	1.6	66	45	67	1	8.6
LAKELAND C (1)	46.7	39.8	33.8	26.1	--	36.1*	6.4	39	41	36	17	7.0
LAWRENCE U (1)	60.0	44.7	38.1	--	--	48.2*	--	107	29	64	0	10.3
MARANATHA BAPTIST BIBLE C INC (1)	17.7	19.8	20.5	--	--	19.5*	--	24	25	0	0	11.4
MARIAN C OF FOND DU LAC (1)	47.4	38.0	30.6	28.2	--	33.4	0.5	62	55	44	10	6.9
MILWAUKEE SCHL OF ENGINEERING (1)	47.3	40.5	36.5	--	--	43.1	1.4	94	18	0	8	10.7
MOUNT MARY C (1)	42.3	35.4	31.3	26.8	--	34.0*	9.1	50	82	46	7	6.7
NASHOTAH HOUSE (1)	--	--	--	--	--	--*	--	0	--	--	100	--
SACRED HEART SCHL OF THEOLOGY (1)	45.1	+	33.4	--	--	40.1*	-3.4	11	18	0	0	6.1
SAINT NORBERT C (1)	56.0	44.8	36.1	30.3	--	42.3*	1.1	112	26	67	0	15.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
SILVER LAKE C (1)	- -	33.5	29.0	- -	- -	32.0*	7.4	16	69	0	0	5.7
VITERBO C (1)	42.5	37.2	32.1	25.7	- -	34.3*	- -	68	49	49	0	8.3
Doctoral												
MARQUETTE U (1)	70.0	51.9	42.8	- -	- -	53.4	2.9	427	26	73	11	14.0
WI SCHL OF PROF PSYCH (3)	- -	- -	- -	- -	- -	- -*	- -	0	- -	- -	- -	- -
WYOMING												
Public Institutions												
AA												
CASPER C (1)	- -	- -	- -	- -	32.5	32.5	-0.1	142	43	80	4	8.4
CENTRAL WY C (1)	34.3	29.4	27.5	16.7	- -	28.4	3.0	43	49	0	0	7.8
EASTERN WY C (1)	- -	- -	- -	- -	33.1	33.1	2.8	32	31	84	11	8.7
LARAMIE COUNTY CC (1)	- -	- -	- -	- -	32.8	32.8	4.2	73	52	0	4	9.2
NORTHWEST CC (1)	37.2	34.7	31.1	23.2	- -	30.5*	- -	87	30	62	2	8.9
SHERIDAN C (1)	- -	- -	- -	- -	31.2	31.2	13.8	76	54	67	3	8.6
WESTERN WY CC (1)	43.4	38.9	32.4	26.4	- -	31.3*	- -	60	55	0	8	9.9
Doctoral												
U OF WY (1)	57.0	44.6	40.1	29.2	- -	46.4	3.3	552	26	62	13	10.8

Excellence in the Academy

NEW!

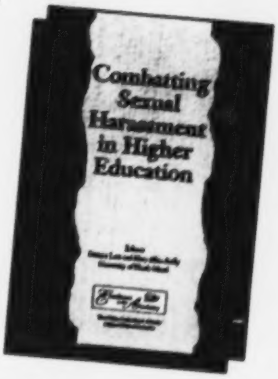
COMBATTING SEXUAL HARASSMENT IN HIGHER EDUCATION

Bernice Lott and Mary Ellen Reilly, editors

Sexual harassment and academic power are a dangerous combination. But how much do you know about the real impact of sexual harassment on students, professors, college support staff, administrators, and unions? That is the focus of the forthcoming book, *Combatting Sexual Harassment in Higher Education.* Bringing the perspectives of contributing authors not only from a wide variety of academic disciplines spanning the humanities and the sciences, but also drawing on their wide assortment of job experience in colleges and universities of differing sizes and locations across the United States, this volume takes on the important task of illuminating this challenging issue. The editors have put together an insightful and provocative examination of sexual harassment that will help you understand its impact and give you ideas for initiating efforts to eliminate it through education, policy implementation, and negative sanctions.

Many examples of such efforts are explored in *Combatting Sexual Harassment in Higher Education.* The contributors have boldly faced the complex issues of:

- defining sexual harassment,
- supporting victims of harassment,
- providing due process for those accused,
- reconciling differences in perception,
- assessing the effectiveness of legal remedies,
- challenging institutions of higher education to change, and
- solving the union's dilemma.



While it is possible to become overwhelmed by the complexities involved in dealing with sexual harassment on our college campuses, the editors hope that *Combatting Sexual Harassment in Higher Education* will leave you much more knowledgeable about the issues and more optimistic about solving the problem. 240 pp., paper, available December 1995. Price: $19.95

Order Form

____ (qty.) Combatting Sexual Harassment in Higher Education. Price $19.95 each (Stock # 2678-0-00-R)
(add $3.00 shipping and handling per book. Include CA or DC sales tax, if applicable.)

Name ____________________ (please print)
Charge my: ☐ **VISA** ☐ **MasterCard**
Address ____________________
Card Number ____________________
City, State, Zip ____________________
Expiration Date ____________________
Signature ____________________

☐ **Payment enclosed (check, money order, or credit card information above).**
☐ **Bill me (an additional handling charge will be added).**

Mail to: NEA Professional Library, P.O. Box 509, West Haven, CT 06516
or Order Toll Free 1-800-229-4200

BEST COPY AVAILABLE

BEFORE YOU SIGN ON THE DOTTED LINE...

READ THIS!

Publish Without Perishing
Peter Benjaminson

Publish Without Perishing: A Practical Handbook for Academic Authors

Peter Benjaminson

This title offers a practical, comprehensive guide specifically designed for academic writers. In clear, conversational style the author covers every aspect of academic publishing, including agents, book proposals, contracts, advances, royalties, copyrights, subsidiary rights, and promotional marketing. For every topic, he provides many specific examples, both right and wrong, from his own career as an author and from the experiences of many other academic writers. A joint publication of the NEA and the National Writers Union. 144pp. **$16.95**

Order From

NEA Professional Library, PO Box 509, West Haven, CT 06516
or call Toll Free 1-800-229-4200

qty.

__________ **Publish Without Perishing. $16.95**
1544-4-00-R

Check Enclosed ☐

Name ____________________

Charge my: ☐ MasterCard ☐ Visa

Address ____________________

Card No. ____________________

____

Expiration Date ____________________

City, State, Zip ____________________

Signature ____________________

2

nea

NATIONAL EDUCATION ASSOCIATION

nea

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, NW
Washington, DC 20036-3290

BEST COPY AVAILABLE